

**‘Fit for Purpose’:
The Role of Program Design and
Perceptions in Corporate Volunteering**

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degree of Doctor of Philosophy*

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STATEMENT OF ORIGINALITY

This is to certify that, to the best of my knowledge, the content of this thesis is my own work. It was carried as part of the requirements for the degree of Doctor of Philosophy. This thesis has not been submitted for any other degree or other purposes.

I certify that the intellectual content of this thesis is the product of my own work and that all assistance received in preparing this thesis and sources have been acknowledged.

The research involving human data reported in this thesis was assessed and approved by The University of Sydney Human Research Ethics Committee (HREC). Approvals are as follows:

- Research related to Chapter 3 (Qualitative Research Study): HREC 2017/715
- Research Related to Chapter 4 (Quantitative Research Study): HREC 2018/957

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ABSTRACT

Corporate volunteering programs, an integral part of many organisations' corporate social responsibility (CSR) strategy, are often touted as a 'win-win-win' for employee volunteers and the corporate and not-for-profit (NFP) organisations that provide and involve the volunteers. Also referred to as 'employer-sponsored volunteering,' corporate volunteering allows employed individual to be supported by their workplace to contribute towards an external not-for-profit group or organisation. Despite their popularity, recent research indicates that the benefits of corporate volunteering programs can be overstated or unrealised and only a small number of studies have investigated how we can design programs that result in their alleged benefits for all three stakeholders.

This thesis adopts a mixed method research design to develop and test explanations of how corporate volunteering programs might deliver on their promise. Drawing on findings from in-depth, semi-structured interviews with volunteers and representatives from volunteer-providing and volunteer-involving organisations, the qualitative research explores the benefits and challenges of corporate volunteering from the perspective of all three stakeholders and demonstrates how program design and stakeholder perceptions influence program effectiveness. The quantitative research, consisting of multi-source, time-lagged surveys, draws on existing theoretical perspectives to develop a testable model examining the influence of design and perceptions on career progression for the employee volunteer, staff retention for the volunteer-providing organisation and the creation of 'cause champions' for the volunteer-involving organisation.

The research shows that individual and organisational motives for engaging in corporate volunteering, and the perception of these motives among other stakeholders in the corporate volunteering partnership, are key factors influencing how stakeholders respond to corporate volunteering programs, and thus their ultimate success. These perceptions about the purpose that corporate volunteering serves, for the self, and others, seems partly influenced by the way that programs are designed. The research thus also illustrates the interdependent role played by ‘temporal’, ‘developmental’ and ‘relational’ dimensions of programs in determining program outcomes for all three stakeholders. It finds that sustained, skills-based and socially engaged programs are best placed to deliver on their ‘win-win-win’ promise.

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The very opportunity to study corporate volunteering came about because of a sponsor that made an anonymous donation to the university to go towards a PhD scholarship that examines how business can contribute towards ‘social good.’ The topic of corporate volunteering was selected from ten other pitches, recognising the value of learning more about this topic. I’d like to thank the anonymous donor, whose generosity made this research and this journey possible.

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1 INTRODUCTION

1.1 MOTIVATION FOR THE RESEARCH



Sunset over Meenakunte Hosur, Bengaluru, India, 2017

“Ladies and gentlemen, the captain has turned on the fasten seatbelts sign. Please return to your seats and keep your seatbelts fastened. Thank you.”

I quickly finished off the last of the wine in my plastic cup and tightened the seatbelt around my waist. I could hear the colourful anklets jingling around my feet, a keepsake of my time in Meenakunte Hosur, a beautiful village on the outskirts of Bengaluru, India. The unexpected turbulence on the plane trip back to Sydney jump-started the butterflies in the pit of my

stomach, the sensation a palpable reminder of the emotional rollercoaster that had been the last 42 days. I had spent the summer holidays as a volunteer on a project seeking to provide employment opportunities for women in marginalised communities. For the duration of the project, I lived in the village and worked alongside my team members to create a financially viable product to be sold in the Australian market and ensure the continued employment of the women in this community. I later trained and returned as a volunteer leader and facilitated another group of volunteers to design and deliver educational resources to address infant malnutrition. I became a ‘champion’ for the organisation and their mission, raising funds and recruiting volunteers for future programs. I was determined to make a difference. Yet every journey back home from my volunteering adventures was met with the same uncomfortable feeling in my stomach, and voice in my head, wondering if we had really done enough. Had we made that ‘massive difference’ that we set out to make?

My motivation for undertaking research on corporate volunteering grew out of my personal experience as a volunteer and volunteer leader. My travels to India challenged my assumptions about myself and my place in the world. It made me appreciate how we are both globally connected and disconnected. I had lived in a community where necessities like mosquito nets, sanitary products or medication were not easily accessible. Yet children followed Hollywood actors on social media, women could purchase Coca-Cola from the village store and an increasing number of men were beginning their employment as Uber drivers. Our impact as volunteers paled in comparison to the extensive reach and influence of large corporations. So began my quest to understand how large corporations, which control a vast percentage of our human and financial resources, can change the impact they have on society, for the better.

Volunteering is rife with challenges. Our effort to pay women a fair wage was met with backlash from others in the village community who were earning much less, working longer hours, in more dangerous jobs. We had difficulty meeting the quality and consistency standards of our Australian buyers and we struggled to turn the social enterprises we established into sustainable solutions that were not reliant on each new set of volunteers. The ultimate shutting down of many of the village enterprises resulted in a deterioration of community trust that we had worked so hard to build. I learnt a lot from these challenges, particularly, that despite the best intentions, making a ‘massive difference’ was difficult to do and ethically fraught. To capitalise on the potential of these volunteer initiatives, we need to learn how to design volunteer programs in a way that maximises their impact. It is my hope that this thesis plays a small part in inspiring and increasing the quality of partnerships between volunteers, corporations, and communities, elevating corporate volunteering beyond positive intentions, towards the realisation of impactful outcomes.

1.2 RESEARCH PROBLEM AND RATIONALE

Corporate volunteering is a corporate social responsibility (CSR) practice that involves employed individuals giving their time, through a planned company initiative, for an external not-for-profit or charitable group or organisation (Rodell, Breitsohl, Schröder, & Keating, 2016). There are four key elements which separate corporate volunteering from other socially responsible behaviours and CSR practices. The first is that it involves giving time, rather than simply financial donations, differentiating it from activities such as corporate philanthropy. The second is that it is a planned activity, differentiating it from more spontaneous activities such as helping behaviours. The third is that it is formalised and takes place in the context of an organisation, differentiating it from more private activities such as kinship care. Finally,

what distinguishes corporate volunteering from personal volunteering is the fact that the activity must involve some level of formal sponsorship and coordination from the volunteer-providing organisation, thus separating it from volunteering performed by an individual outside of their employment contract (Peloza & Hassay, 2006; Tschirhart & St. Clair, 2008).

Over the past two decades, organisations have increasingly focused on taking responsibility for the broader societal impact of their actions (Barnett, Henriques & Husted, 2020; Matten & Moon, 2008) and corporate volunteering has become a key channel through which organisations deliver on this CSR promise (Rodell et al., 2016). Many grand claims have been made about the transformative potential of corporate volunteering (Allen, Galliano & Hayes, 2011). For example, Boccalandro (2010, p.5) heralds corporate volunteering as the “planet’s greatest untapped force for good”. Perhaps because of these grand claims, corporate volunteering has been one of the fastest growing areas of volunteer activity (Bussell & Forbes, 2008), with estimates suggesting that over 90% of Fortune 500 organisations have a program supporting their employees to volunteer on company time (Allen et al. 2011; Rodell, Booth, Lynch & Zipay, 2017). In Australia, in 2019, 78% of all organisations offered corporate volunteering, with 15% of all employees participating in a corporate volunteering program that year (Volunteering Australia, 2019).

Corporate volunteering is a triadic relationship that involves the individual employee, their employer, and the external beneficiary organisation. In this thesis I use the terms volunteer-providing organisation (VPO) and volunteer-involving organisation (VIO) as inclusive labels for the organisations relinquishing volunteers and the organisations receiving the volunteers, respectively. The take-up of corporate volunteering programs is based, at least in part, on the belief that they result in a ‘win-win-win’ for the employee volunteers and the organisations

which provide and involve them (Allen, 2003; Caligiuri, Mancin & Jiang, 2013; Lee, 2010). Corporate volunteering is thought to provide employees with the opportunity to contribute to society on work time (de Gilder, Schuty, & Breedijk, 2005; Sekar & Dyaram, 2017), while benefiting volunteer-providing organisations through employee engagement and development (Breitsohl & Ehrig, 2017; Caligiuri et al., 2013) and volunteer-involving organisations by delivering the human capital they are said to “desperately need” (Basil, Basil, Runte & Usher, 2009, p. 387).

However, until recently the alleged benefits of corporate volunteering have been presumed rather than systematically evaluated (Dreesbach-Bundy & Scheck, 2017; Henning & Jones, 2013; Rodell et al., 2016). Further, recent research indicates that the benefits of corporate volunteering can often be overstated or unrealised, pointing to the lack of evidence about the requirements needed for programs to realise their promised benefits as a key shortcoming of the literature (Gatignon-Turnau & Mignonac, 2015; Hu, Jiang, Mo, Chen, & Shi, 2016; Loi, Kuhn, Sahaym, Butterfield & Tripp, 2020). It is the small group of studies focusing on the experiences of the volunteer-involving organisations that have been the most cognisant about the complexities involved in corporate volunteering (Allen, 2003; Cook & Burchell, 2018; Lee, 2010; Roza, Shachar, Meijs & Hustinx, 2017; Samuel, Wolf & Schilling, 2013; Schiller & Almog-Bar, 2013). These studies highlight the potential challenges of corporate volunteering and suggest that not every volunteering program delivers on its promised benefits, especially to all three stakeholders.

Most research on corporate volunteering has taken a siloed approach, focusing on the experience of a single stakeholder (Cook & Burchell, 2018; Dreesbach-Bundy & Scheck, 2015). I found only two studies that explore the experiences of all three stakeholders concurrently

(Caligiuri et al., 2013; Muthuri, Matten & Moon, 2009). These studies highlight that studying the experience of all three stakeholders is important as expectations of corporate volunteering are not always mutually compatible and can, at times, pose significant challenges for other stakeholders (Caligiuri et al., 2013; Muthuri et al., 2009). Given the need to better understand these interrelationships, this thesis uses a tripartite approach to understanding corporate volunteering, exploring the phenomenon from three perspectives – the volunteer, the volunteer-providing organisation, and the volunteer-involving organisation. This enables me to ask: “How does corporate volunteering create or destroy value for all three stakeholders?”

While corporate volunteering programs can take a variety of forms – from short-term contributions (e.g., an annual team day of service to clean up a beach or plant a garden at a local school) to longer-term immersions (e.g., a month-long sabbatical setting up a new accounting system for a volunteer-involving organisation or weekly mentoring sessions with future leaders) – the literature on corporate volunteering has tended to treat all programs as a homogenous ‘black box.’ Recently a small number of scholars have sought to open the ‘black box,’ theorising how differences in the design of corporate volunteering programs may impact on the outcomes realised by the three stakeholders (e.g., Bocalandro, 2010; Grant 2012; McCallum, Schmidt & Price, 2013; Pelozo & Hassay, 2006). Broadly, these studies have identified the value that can be generated by employer-led (Bocalandro, 2010; Pelozo & Hassay, 2006), skills-based (Letts & Holly, 2019; McCallum et al., 2013) and sustained (Booth et al., 2009; Grant, 2012; Muthuri et al., 2009) volunteer programs. This research builds on this body of work, further asking: “How do differences in program design influence the value realised by employee volunteers, volunteering-providing organisations, and volunteer-involving organisations?”

1.3 RESEARCH APPROACH

CSR can be studied from both a ‘macro’ perspective – investigating practices at the organisational level – or from a ‘micro’ perspective – investigating how these practices relate to individual stakeholders (Aguinis & Glavas, 2012). Historically, most research into CSR has taken a macro lens but recently there have been calls to develop micro-CSR research that challenges views of individuals (e.g., employees) as passive recipients of CSR, instead treating them as active participants that shape and respond to CSR policies and practices (Aguinis & Glavas, 2012; Morgeson, Aguinis, Waldman & Siegel, 2013). Micro-CSR literature has produced two lines of research, grounded in distinct disciplinary traditions (Gond & Moser, 2021). The first line of research on the ‘psychological micro-foundations’ of CSR stems from research streams in organisational behaviour and organisational psychology and investigates how individuals perceive and respond to CSR practices (Gond, El Akremi, Swaen & Babu, 2017; Jones & Rupp, 2018). The second line of research on the ‘sociological micro-foundations’ of CSR borrows from management theory, critical management studies and strategy-as-practice research streams to investigate how individuals, as actors in a web of social relations, experience and implement CSR within organisations (Gond & Moser, 2021). Gond & Moser (2021) suggest that despite their common goal to understand the role of individuals in CSR activity, the two research streams seldom speak to one another, placing micro-CSR research at risk of fragmenting and losing its’ interdisciplinary nature.

Avoiding this trap, this thesis deploys a mixed method approach that draws on both qualitative and quantitative research traditions to answer the research questions. Mixed method research reflects a pragmatic epistemological stance that emerged as a response to the long-standing ‘paradigm wars’ between positivism and constructivism (Feilzer, 2010). Put simply, positivism

postulates that there is a single ‘true’ social reality that can be discovered using ‘objective’ (i.e., quantitative) research methods (Creswell & Plano Clark, 2007). This stands in contrast to constructivism that proposes that there is no single social reality apart from our perceptions. Rather, realities are seen as multiple, personal, intangible products of the mind that can best be uncovered with ‘subjective’ (i.e., qualitative) research methods (Creswell & Plano Clark, 2007). Pragmatism positions itself toward solving practical problems in the ‘real world’ by accepting that the world has different ‘realities’, some of them objective, some of them subjective and some of them an interaction between the two (Creswell & Plano Clark, 2007). Pragmatism is said to ‘sidestep’ these circular debates regarding the advantages and disadvantages of any one research method, allowing researchers to use whatever mixture of methods best allow them to find out what it is they need to know (Feilzer, 2010).

According to Jick (1979, p.603) mixed methods research “allows for a more complete, holistic, and contextual portrayal of the unit(s) under study.” This makes mixed method research design particularly well suited for examining corporate volunteering, a phenomenon where multiple perspectives are evident and understanding them is an important objective (Creswell & Plano Clark, 2007; Gibson, 2017; Jick, 1979). It also takes advantage of the strengths of both qualitative and quantitative approaches through methodological ‘triangulation’, providing me the opportunity to develop a more ‘accurate’ understanding of why corporate volunteering results in given outcomes than I would have been able to if I had only used a single method (Jick, 1979). The qualitative findings informed the development of my quantitative models and instruments, which allowed me to further examine and refine my qualitative findings (Edmondson & McManus, 2007). Undertaking a mixed method research approach thus allowed me to answer calls to consolidate the theory-building and theory-testing power of both research approaches in micro-CSR research (Gond & Moser, 2021)

My research adopts a ‘partially mixed’, ‘sequential’, ‘equal status’ research design consisting of two phases: qualitative interviews followed by a longitudinal quantitative survey (Leech & Onwuegbuzie, 2009). Leech & Onwuegbuzie (2009) categorise mixed methods research designs as a function of three dimensions – level of mixing (partially mixed or fully mixed), sequence of timing (concurrent or sequential) and emphasis of approach (equal status or dominant status). A partially mixed, sequential, equal status design involves a study where the qualitative and quantitative phases are conducted one after the other in their entirety (sequential), being mixed at the data interpretation stage (partially mixed), such that both phases of the study have approximately equal emphasis with respect to addressing the research questions (equal status).

This type of QUAL → QUANT research design is typically used when researchers want to explore a phenomenon in depth with individual participants but also expand these findings to a larger population (Plano Clark & Ivankova, 2015). The qualitative phase is analysed, in part, with the intention of creating a ‘conceptual model’ of the relationships between phenomena that can be carried over to the quantitative phase (Fetters, Curry & Creswell, 2013). The findings from both phases of the research are then integrated such that the quantitative findings investigate whether the interpretation of the qualitative findings can generalise to a larger population and the qualitative findings provide a richer explanation of the phenomena under study (Edmondson & McManus, 2007; Plano Clark & Ivankova, 2015). In integrating the two phases of the research, both phases carried equal weight in informing my overall findings and resulting discussion.

For this research I initially partnered with an Australian international development agency that hosts international corporate volunteering programs for organisations in the Australian Credit Union sector. I hoped to complete both phases (QUAL → QUANT) of the research with this one organisation and their network of credit unions that provided corporate volunteers. Unfortunately, in the very early stages of partnership, the organisation underwent large-scale personnel changes and key contacts for the research, largely responsible for the design and implementation of the corporate volunteering programs, left the organisation. Subsequently, the organisation faced challenges committing to the project because of staff changes and limited resources, which points to the challenges that volunteer-involving organisations face generally. As a result, after a handful of interviews were conducted, I was no longer able to continue the partnership.

In response I established a new research partnership with the Centre for Volunteering, the peak body for volunteering in my region. The Centre for Volunteering assists organisations to develop and deliver corporate volunteering programs by providing training, advisory and brokerage services to their large network of corporate and not-for-profit member organisations. This made them well placed to provide insight into the current trends in corporate volunteering program design and to put me in touch with representatives from all three stakeholder groups, reflecting a variety of experiences, approaches, and perspectives on corporate volunteering. Given their own desire to know more about this type of volunteering, they helped me to recruit further participants willing to share their experiences through in-depth, semi-structured interviews. Through the qualitative research I developed a deeper understanding of the benefits and challenges of corporate volunteering and identified how differences in the way corporate volunteering programs are perceived and designed might influence their capacity to deliver on their win-win-win promise.

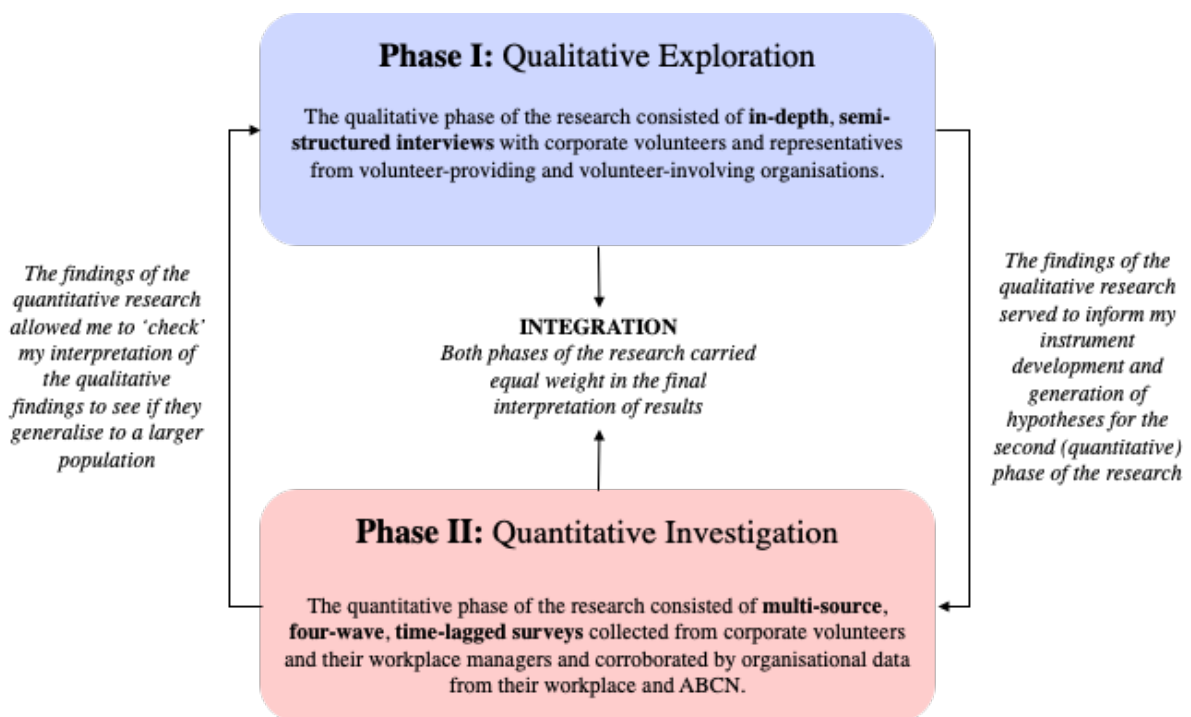
During the qualitative interview process, I was contacted by a representative from the Australian Business and Community Network (ABCN), a not-for-profit organisation engaging corporate volunteers to provide structured mentoring to students from low-socioeconomic status schools. ABCN has hosted more than 50,000 corporate volunteers and 200,000 students in their programs since its inception in 2005. During the interview with ABCN it became apparent that the organisation would make an ideal partner for the second (quantitative) phase of the research. ABCN offers a suite of mentoring programs that vary in their goals, style and commitment, and each of the volunteer-providing organisations they engage has different policies and processes to support and encourage corporate volunteering. This made them well suited for studying the role of program perceptions and design in greater detail, while permitting me to keep other contextual factors, such as the nature of the volunteering, the coordinating (volunteer-involving) organisation, and the publicly stated mission of the program consistent.

Given their own desire to learn more about the role of program design in optimising program outcomes, ABCN were keen to collaborate with me on this research study, introducing me to four of their volunteer-providing organisations across the property, consulting, banking, and insurance sectors. Participants for this phase of the research were drawn from these four volunteer-providing organisations. This phase of the research dove more deeply into each of the three key outcomes that emerged from the qualitative research – career progression for employee volunteers, employee retention for volunteer-providing organisations and the development of cause champions for volunteer-involving organisations. I explored the relationship between volunteer participation and these outcomes using multi-source, four-wave, time-lagged surveys collected from corporate volunteers and their workplace managers and corroborated by organisational data from their workplace and ABCN. This design allowed

me to investigate how program characteristics influenced the value realised from corporate volunteering for all three stakeholders. **Figure 1.1** below presents the overarching research approach.

Figure 1.1

The Research Approach



1.4 RESEARCH CONTRIBUTIONS

By taking a tripartite approach, exploring the perspectives of all three stakeholders, this thesis contributes to providing a more holistic account of the value realised (or destroyed) through corporate volunteering programs. Bringing a critical lens to the study has also allowed me to identify the potential ‘dark side’ of corporate volunteering for all three stakeholders, answering calls for research to depart from the overly optimistic view of these initiatives (Akhouri & Chaudhary, 2019; Rodell et al., 2016). The research shows that corporate volunteering programs are a ‘double-edged sword’, with the potential to result in value creation such as career progression, employee retention and ‘cause champions’ as well as value destruction such as career stagnation, employee turnover and ‘cause opponents.’ The research makes an original contribution in identifying how corporate volunteering can foster cause champions whose commitment to the cause of volunteer-involving organisation extends well beyond the term of the volunteer engagement. This finding contributes to our understanding of the value of corporate volunteering for volunteer-involving organisations, a stakeholder that is often overlooked in the literature (Dreesbach-Bundy & Sheck, 2015; Rodell et al., 2016).

My research also responds to the call for in-depth examination of the requirements for corporate volunteering programs to achieve their full potential (Rodell et al., 2016). Exploring the conditions under which corporate volunteering creates or destroys value has helped to unpack the ‘black box’ of corporate volunteering, moving beyond descriptions of outcomes towards recommendations of how they can be achieved (Howard & Serviss, 2021). In this regard, it contributes to literature on volunteer program design by identifying three dimensions of program design that affect outcomes – the temporal, developmental and relational dimensions (e.g., Bocalandro, 2010; Grant, 2012; McCallum et al., 2013; Pelosa & Hassay,

2006). The research also highlights how perceptions of the purpose that corporate volunteering serves, for the self, and others, play a role in shaping outcomes (e.g., Gatignon-Turnau & Mignonac, 2015; Rodell & Lynch, 2016). These findings make a number of contributions to practice, providing guidance and strategies to managers and policy makers about designing programs that meet the needs of corporate volunteers and their organisations while maximising value for the volunteer-involving organisations and communities they serve.

1.5 THESIS OUTLINE

This chapter conveyed the motivation for the research, established the research problem and rationale and outlined the overarching research approach and contributions. The remainder of this thesis is set out as follows:

Chapter Two provides an overview of the existing literature on the benefits and challenges of corporate volunteering for all three stakeholders. It then explores the recent literature on program design which helps to explain some of the disparities in program outcomes. It should be noted that given the mixed methods approach and the two sequential phases of the research, I also progressively re-visit the literature at different stages of the thesis.

Chapter Three presents the qualitative study. The chapter presents the methods employed and findings uncovered during the qualitative research. It offers an integrated account of the instances of value creation and destruction from the perspective of the three stakeholders, identifying how the value realised is impacted by how corporate volunteers, volunteer-providing organisations and volunteer-involving organisations perceive the corporate volunteering. The chapter then focuses on the role of program design on value realisation,

culminating in a model of three ‘dimensions’ of corporate volunteering that impact on program effectiveness – temporal, developmental and relational.

Chapter Four presents the quantitative study. The chapter begins by highlighting how the findings of the qualitative research informed the development of the models and hypotheses in the quantitative research. It then presents the hypothesis development for the study, drawing on findings from the qualitative study and existing theoretical perspectives and literature streams to develop three models examining whether, how and when corporate volunteering participation results in key outcomes for all three stakeholders. The chapter outlines the quantitative research methodology, presents the quantitative research results, and provides a brief discussion and chapter summary.

Chapter Five comprises the discussion that bring together the findings and implications from both the qualitative and the quantitative studies. It presents the contributions of the research to the broader CSR and corporate volunteering literature, outlines the practical implications of the research, acknowledges the limitations of the research and points to future research directions.

Chapter Six concludes the thesis, offering my final reflections on the research journey.

2 LITERATURE REVIEW

This chapter provides an integrated account of the corporate volunteering literature from the perspective of each of the three parties in the corporate volunteering partnership: the employee volunteers, volunteering-providing organisations, and volunteer-involving organisations. The chapter begins by outlining the existing literature on the benefits and challenges of corporate volunteering for all three stakeholders. The chapter then focuses on the body of literature on program design, which calls for programs to be employer-led (Boccalandro, 2010; Pelozo & Hassay, 2006), skills-based (Letts & Holly, 2019; McCallum et al., 2013) and sustained (Booth et al., 2009; Grant, 2012; Muthuri et al., 2009) to promote optimal corporate volunteering outcomes. The chapter concludes by presenting the research questions that guided this research.

2.1 THE BENEFITS AND CHALLENGES OF CORPORATE VOLUNTEERING

Most research on corporate volunteering has focused on the perspective of a single stakeholder, usually exploring the impact of corporate volunteering on employee volunteers (e.g., Chung, Im & Kim, 2020; Do Paço & Nave, 2013; Geroy, Wright & Jacoby, 2000; Rodell & Lynch, 2016; Veerasamy, Sambasivan & Kumar, 2013) or the organisations providing the volunteers (e.g., Breitsohl & Ehrig, 2017; Jones, 2010; Jones, Willness, & Madey, 2014; Plewa, Conduit, Quester & Johnson, 2015; Veleva, Parker, Lee & Pinney, 2012). Only a handful of studies have explored the impact of corporate volunteering on volunteer-involving organisations (Allen, 2003; Cook & Burchell, 2018; Lee, 2010; Roza et al., 2017; Samuel et al., 2013; Schiller & Almog-Bar, 2013). This narrow focus has made the literature on corporate volunteering fragmented (Cook & Burchell, 2018; Dreesbach-Bundy & Sheck, 2015). To help build a more

holistic understanding of corporate volunteering programs that integrates the perspective of all three stakeholders I synthesise what is currently known regarding the benefits and challenges of corporate volunteering for individual volunteers, volunteer-providing organisations, and volunteer-involving organisations.

2.1.1 BENEFITS AND CHALLENGES FOR EMPLOYEE VOLUNTEERS

Research on corporate volunteering suggests that there might be a range of benefits that flow to employees from participating in corporate volunteering programs. To help explain why employees might benefit from their participation as volunteers, researchers have often invoked need satisfaction theories (e.g., Millette & Gagné, 2008), which suggests that employee volunteers have specific needs that they strive to satisfy and that can be met by participating in corporate volunteering. Several studies have found that corporate volunteering can fulfil employees' psychological needs to experience a sense of autonomy, competence, and relatedness (Boštjančič, Antolović & Erčulj, 2018; Haski-Leventhal, Kach & Pournader, 2019). For example, Boštjančič and colleagues (2018) found that individuals in organisations which offer corporate volunteering report more autonomy in the workplace and greater sense of connection with their colleagues than those in organisations without corporate volunteering. Haski-Leventhal and colleagues (2019) found that participation in corporate volunteering is associated with feelings of personal growth and social belonging. Furthermore, some authors assert that by fulfilling these individual needs, corporate volunteering participation can enhance job satisfaction (Haski-Leventhal et al., 2019; Do Paço & Nave, 2013), work engagement (Boštjančič et al., 2018; Caligiuri et al., 2013), overall psychological wellbeing (Chung et al., 2020) and life satisfaction (Veerasamy et al., 2013).

However, Howard & Serviss's (2021) recent meta-analysis found only weak and nonsignificant relationships between employee participation in corporate volunteering and job satisfaction and workplace wellbeing. While employee volunteers may fulfill their needs through corporate volunteering, it is possible that time spent on volunteering may put strain on employees that already have demanding jobs, thereby reducing feelings of wellbeing (Zhang, Wang & Jia, 2021; Latheef, 2015). For example, Zhang and colleagues (2021) found that a strong corporate volunteering climate, defined as employees shared perceptions of high levels of volunteer participation in their organisation, benefits some employees through enhanced work engagement and harms others through a heightened sense of work-life conflict. Specifically, they found that employees in organisations that have a strong corporate volunteering climate who aspire to do better than others at work (i.e., those with a competitive orientation) were more likely to report high levels of mental strain and an inability to manage the pressures of both work and volunteering (Zhang et al., 2021).

Employee volunteers are also expected to benefit professionally from their volunteering experiences, improving their career prospects by developing new perspectives, work-related capabilities, and business contacts (Fleischer, Khapova & Schipper, 2015; Gitsham, 2012; Muthuri et al., 2009). Research has demonstrated that participation in corporate volunteering can be a learning experience for employee volunteers, resulting in the development of various work-related competencies including communication, interpersonal and cross-cultural skills (Caligiuri, Mancin, Jayne & Traylor, 2019; Caligiuri et al., 2013; Jones, 2016; Peterson, 2004; Pless, Maak & Stahl, 2011). Some studies have shown that these improvements can spill over into the workplace. For example, Fleischer and colleagues (2015) found that the skills acquired when volunteering encouraged employees to introduce new working methods and build new relationships at work. Booth and colleagues (2009) found that volunteering hours predict

employee perceptions of work-related skill development, which are positively related to feeling successful on the job and recognised at work. Finally, Rodell & Lynch (2016) found that when volunteers are seen as intrinsically motivated, participation in corporate volunteering can have positive career outcomes for employees, resulting in promotion intentions from their supervisors.

However, as Hu and colleagues (2016) point out, most research on the career impacts of corporate volunteering is limited to anecdotal accounts of learning and development, with little clarity as to whether and when this skill development translates to career advantages at work. The related literature on organisational citizenship behaviour suggests that the assumption that managerial intentions (e.g., intention to promote) lead to career advancement (e.g., objective promotion) warrants further investigation. A recent meta-analysis suggests that organisational citizenship behaviours, although informally rewarded and acknowledged in performance evaluations, are not related to promotion, and may result in slower career advancement speed (Bergeron, van Esch & Thompson, 2018). There is also evidence to suggest that participation in corporate volunteering might harm promotion chances if the volunteer is perceived as too self-righteous by others in their organisation (Rodell & Lynch, 2016) or because taking time 'off' to volunteer is perceived as signalling a lack of organisational fit (Bode, Rogan & Singh, 2021).

This section has outlined the literature on the outcomes of corporate volunteering for employee volunteers. The research suggests that corporate volunteers can realise both personal and professional benefits from their participation. Personally, volunteers report enhanced feelings of satisfaction and wellbeing both within (Boštjančič et al., 2018; Caligiuri et al., 2013; Do Paço & Nave, 2013; Haski-Leventhal et al., 2019) and outside (Chung et al., 2020; Veersamy

et al., 2013) the workplace. Professionally, volunteers may develop new skills and relationships that allow them to perform more effectively at work (Fleischer et al., 2015; Gitsham, 2012; Muthuri et al., 2009) and be recognised for their efforts by others (Booth et al., 2009; Rodell & Lynch, 2016). However, emerging literature suggest that these benefits aren't always being realised. In some circumstances, volunteer participation can backfire, for example, resulting in a diminished sense of work-life balance (Zhang et al., 2021) or reduced chances of promotion (Bode et al., 2021; Rodell & Lynch, 2016). Considering the conflicting findings on the impact of corporate volunteering on employees in the workplace, my quantitative research has focused on further unpacking the relationship between volunteer participation and employee career outcomes.

2.1.2 BENEFITS AND CHALLENGES FOR VOLUNTEER-PROVIDING ORGANISATIONS

In tandem with research focusing on the benefits of corporate volunteering for the employee volunteer, there is a growing body of research focusing on the benefits to organisations offering corporate volunteering programs. As a CSR initiative, corporate volunteering can deliver both internally focused and externally focused benefits for volunteer-providing organisations. Externally, organisations engaging in corporate volunteering can benefit from an improved public image and a strengthened reputation with external stakeholders and potential employees (de Gilder, Schuyt & Breedijk, 2005; Johnson, Plewa, Conduit & Quester, 2014; Jones et al., 2014; Matilla & Hanks, 2013; Plewa, Conduit, Quester & Johnson, 2015; Rodell, Sabey & Rogers, 2020). For example, Mattila & Hanks (2013) found that thoughtful consumers tended to have more positive perceptions of corporate volunteering programs, which resulted in positive attitudes toward the company. Johnson and colleagues (2014) found that when made aware of an organisation's corporate volunteering activities, consumers had an increased

perception of their CSR performance and reported an increased intention to purchase from and recommend the organisation to others. There are also indications that corporate volunteering opportunities increase organisational attractiveness to potential employees, thus improving the recruitment process (Jones et al., 2014; Oliveira, Proença & Ferreira, 2021).

Regarding internally focused benefits, a small number of studies have indicated that participating in corporate volunteering can change employees' perspectives and feelings about their organisation. For example, corporate volunteering has been shown to be a self-affirming experience (Brockner, Senior & Welch, 2014) that enhances perceived organisational prestige (Jones et al. 2014; Kim, Lee, Lee & Kim, 2010) and employee pride in their organisation (Jones, 2010). These changes in employee perspectives have been shown to facilitate feelings of organisational identification (Jones, 2010; Kim et al., 2010), commitment (Breitsohl & Ehrig, 2017; Jones, 2010), and retention (Bode, Singh & Rogan, 2015). For example, Kim and colleagues (2010) found that perceived organisational commitment to CSR influences organisation identification through perceived organisational prestige. Jones (2010) found that employees' that valued their organisation's corporate volunteering program were more likely to feel pride in their organisational membership, identify with their organisation and report intentions to stay. This is supported by Bode and colleagues (2015) who found that corporate volunteers have higher retention rates than their non-volunteer colleagues.

Others have suggested that corporate volunteering also develops human capital (skills and capabilities) within the organisation (Booth et al., 2009; Caligiuri et al., 2019; Jones, 2016; Pelozo & Hassay, 2006; Peterson, 2004; Pless et al., 2011), thus having a positive effect on employee workplace behaviours, including increased in-role (Caligiuri et al., 2013; Im, Chung

& Yang, 2018; Rodell, 2013) and extra-role (de Gilder et al., 2005; Im et al., 2018; Jones, 2010; Rodell, 2013) performance and decreased counter-productive work behaviour (Rodell, 2013). In one study, supervisors of employee volunteers reported that volunteers worked harder and more cooperatively with others than non-volunteers (Bartel, 2001). Participants in other studies reported that the experience gained from corporate volunteering led to them taking on enhanced responsibilities (Gitsham, 2012) or assuming leadership roles within the organisation (McCallum et al., 2013). The development of human capital is widely assumed to translate to organisational-level performance benefits, and there is some evidence that this may be the case. For example, Pless & Borecká (2014) found that employee volunteers brought new knowledge to the organisation that could be useful in expanding to new markets. Muthuri and colleagues (2009) found that insights gained from volunteering led volunteers to create financial products for new customers. Oware & Mallikarjunappa (2020) found that organisations with corporate volunteering programs that require volunteers to use their skills had stronger financial performance than organisations without such programs.

While there appear to be gains from engaging in corporate volunteering programs for volunteer-providing organisations, these programs can also carry risks, particularly when they fail to deliver on their promise. For example, Hu and colleagues (2016) found that corporate volunteering can undermine work performance when employees do not perceive clear learning benefits from the volunteering. Loi and colleagues (2020) even found a relationship between volunteer participation and subsequent workplace deviance (e.g., swearing at colleagues or littering the work environment). The authors suggest that when employees perceive their organisation as unfair or unjust, engaging in corporate volunteering may lead to feelings of psychological entitlement which fuels subsequent antisocial workplace behaviour (Loi et al., 2020). Gatignon-Turnau & Mignonac (2015) found that attributions of impression

management motives undermine the positive effects of organisational support for employee volunteering on corporate volunteers' perceptions of their organisations' prosocial identity, and subsequently, on corporate volunteers' organisational commitment.

This section has shown that there can be bottom line benefits – both external and internal – for organisations which provide corporate volunteering to their staff. These benefits include an improved reputation with stakeholders outside (e.g., Matilla & Hanks, 2013; Rodell et al., 2020) and inside (e.g., Jones et al. 2014; Kim et al., 2010) the organisation and improved employee (e.g., Caligiuri et al., 2013; Im et al., 2018; Rodell, 2013) and organisational performance (Muthuri et al., 2009; Oware & Mallikarjunappa, 2020; Pless & Borecká, 2014). However, in instances where volunteers have negative perceptions of their employer (Gatignon-Turnau & Mignonac, 2015; Loi et al., 2020) or don't learn from their volunteering experiences (Hu et al., 2016), the internal benefits of these programs do not appear to be realised. In the light of these mixed findings, my quantitative research has focused on further unpacking the relationship between corporate volunteering and employee psychological attachment and retention with their employer.

2.1.3 BENEFITS AND CHALLENGES FOR VOLUNTEER-INVOLVING ORGANISATIONS

Relatively few studies have explored the outcomes of corporate volunteering for the volunteer-involving organisation (Dreesbach-Bundy & Scheck, 2017; Roza, et al., 2017). In terms of benefits, some studies have suggested that corporate volunteering can raise legitimacy for the volunteer-involving organisation by increasing awareness of the importance of their work (Samuel et al., 2013; Roza et al., 2017), thus encouraging sustained volunteering support, future collaborations, and the provision of in-kind or financial donations (Allen, 2003; Lee,

2010; Roza et al., 2017). Others have suggested that corporate volunteering offers volunteer-involving organisations additional labour-power and, at times, an influx of specialist knowledge and skills, which can enhance their organisational capacity and human capital (Allen, 2003; Lee, 2010; Samuel et al., 2013; Schiller & Almog-Bar, 2013).

However, concern has been expressed that the move by corporates to provide corporate volunteers in place of financial support is posing significant challenges to volunteer-involving organisations (Roza et al., 2017). Roza and colleagues (2017) found that some volunteer-involving organisations find it challenging to develop volunteer projects that meet their own needs while also remaining attractive to corporate organisations, potentially losing sight of their core mission as they try to offer activities that meet the needs of their corporate partner. Others warn that volunteer-involving organisations face reputational risks if they engage with a corporate partner from stigmatised industries such as weapons or fossil fuels (Samuel et al., 2013). Volunteer-involving organisations can also face significant costs associated with hosting the volunteers and need to tolerate or adapt to variable levels of volunteer contribution, as often volunteers do not have the motivation or skills to do tasks well (Cook & Burchell, 2018; Lee, 2010; Samuel et al., 2013). These studies call into question the benefits of corporate volunteering for the volunteer-involving organisations in these partnerships.

The above overview identified a range of benefits and challenges of corporate volunteering programs for all three stakeholders. The literature indicates that participating in corporate volunteering may benefit volunteers personally, improving their sense of wellbeing, and professionally, by developing their 'career capital' (e.g., resulting in new skills and social networks). Organisations that provide corporate volunteering opportunities to staff may also benefit by improving their organisational image, both externally and internally, and building

their human capital. Finally, volunteer-involving organisations may benefit from increased organisational legitimacy and the acquisition of corporate resources. However, a small body of research has begun to unpack the risks and unintended consequences of corporate volunteering, suggesting that these programs can also diminish volunteer wellbeing and hurt their career advancement, undermine employee psychological attachment and work performance, and harm the capacity of volunteer-involving organisations by draining their finite resource pool. Demonstrating that corporate volunteering programs can deliver mixed results points to the need to understand the characteristics of programs that influence the capacity of corporate volunteering to deliver on its promise for all parties in the corporate volunteering partnership.

2.2 UNPACKING PROGRAM DESIGN

To understand why corporate volunteering programs can deliver such mixed results for each of the three stakeholders, there has been a focus on corporate volunteering program design features and how they can impact the effectiveness of corporate volunteering (Boccalandro, 2010; Grant, 2012; Letts & Holly, 2017; McCallum et al., 2013; Pelozo & Hassay, 2006). Much of the corporate volunteering literature often conceptualises corporate volunteering generically, as though all corporate volunteering is equivalent or has the potential to deliver on its promises. Indeed, one of the critiques of this literature is that it treats corporate volunteering programs as a homogenous ‘black box’, with the lack of grounded explanations as to what is happening within the corporate volunteering (explanatory processes) and the context within which it is happening (boundary conditions) identified as a major shortcoming of the literature (Benjamin, 2001; Henning & Jones, 2014; Hu et al., 2016; Jones, 2010; Tschirhart, 2005). In this regard, some authors have begun to theorise how differences in corporate volunteering program design, including the extent to which they are employer-led (Boccalandro, 2010;

Peloza & Hassay, 2006), skills-based (Letts & Holly, 2019; McCallum et al., 2013) and sustained (Booth et al., 2009; Grant, 2012; Muthuri et al., 2009) impact on program effectiveness. I outline this research below.

2.2.1 EMPLOYER-LED PROGRAMS

Peloza & Hassay (2006) suggest that volunteering initiatives should be directed by the volunteer-providing organisation to ensure a strategic fit with the core competencies of the firm (Peloza & Hassay, 2006). The authors argue that volunteer initiatives that are ‘employer-led’, part of an employer-sanctioned program with causes selected by the employer, offer several significant benefits over employee-led volunteering, for all stakeholders involved. First, employer-led volunteering provides employee volunteers with additional opportunities for workplace recognition and reward for their efforts. Second, it provides volunteer-providing organisations additional opportunities to build staff morale and organisational efficiencies. Third, it offers volunteer-involving organisations exposure to programs of greater scale and impact. Correspondingly, Bocalandro (2010) has argued that strategic, employer-led corporate volunteering programs foster more substantive corporate engagement with the community as they leverage corporate assets to support volunteer-involving organisations more effectively.

However, other research has questioned the effectiveness of employer-led programs (Zhang et al., 2021; van Schie, Gautier, Pache & Güntert, 2019). Employer-led programs create conditions for higher extrinsic incentives for their participation (e.g., organisational recognition and rewards, supervisory pressure, and the incorporation of volunteer hours in performance appraisal processes), which have been linked to feelings of obligation or pressure to participate

(Skurak, Malinen, Kuntz & Näswall, 2019). Research shows that some employees make the choice to participate in corporate volunteering programs because it is required of them or they feel coerced by their colleagues or supervisors (Basil et al., 2009; Houghton, Gabel & Williams, 2009; Peterson, 2004). For example, research has found that more people start participating in corporate volunteering when their colleagues also participate (i.e., when the social norm is higher) and that this social pressure can substitute for low levels of personal motivation (De Gilder et al., 2005; Hu et al., 2016).

Feeling pressured or coerced to volunteer has been linked to undesirable outcomes. For example, van Schie and colleagues (2019) found that high levels of managerial or organisational pressure to volunteer are associated with a lower likelihood of internalising the volunteering as an important part of one's identity, which has been linked to outcomes like volunteer effort and persistence (Penner, 2002). Zhang and colleagues (2021) found that a strong corporate volunteering climate can undermine feelings of work-life balance among employees, and in particular employees with a more competitive orientation. Thus, while having a clear strategic fit and a more formal volunteer program may serve the volunteer-providing organisation well, it seems to fundamentally conflict with the individual desire to have agency over whether, and for whom, to volunteer. These conflicting findings highlight the need to pay attention to the extent to which volunteers have agency over the choice to volunteer and the impact this has on corporate volunteering outcomes.

2.2.2 SKILLS-BASED PROGRAMS

In line with research into the benefits and challenges of employer-led programs, there has been a growing body of research that has emphasised the potential of 'skills-based' programs to

maximise bottom-line benefits for both volunteer-providing and volunteer-involving organisations (Dempsey-Brench & Shantz, 2021; Letts & Holly, 2017; McCallum et al., 2013). Skills-based volunteering involves employees simultaneously utilising and developing their work-related skills through voluntary contributions to a volunteer-involving organisation that requires a certain skill set (Dempsey-Brench & Shantz, 2021). As Letts & Holly (2017) suggest, skills-based volunteering ‘knits together’ the diverse expertise and resources of the two sectors, potentially resulting in significant talent development for volunteer-providing organisations and increased effectiveness for volunteer-involving organisations that receive the corporate expertise. Indeed, volunteer-providing organisations are said to benefit from a reduction in risk, achievement of business strategy and the creation of learning and partnerships (McCallum et al., 2013; Pelozo & Hassay, 2006). Volunteer-involving organisations are also said to benefit from the influx of specialist knowledge and skills, which builds organisational capacity, aids in the delivery of core programs and services and opens the way to more sustained business-community collaborations (Allen, 2003; Lee, 2010; Samuel et al., 2013).

Despite these espoused benefits, research has also shown that skills-based programs are not without their problems. Research has found that the skills being offered by volunteer-providing organisations are often not those most needed by volunteer-involving organisations (Caligiuri et al., 2013; Cook & Burchell, 2018). Others suggest that corporate volunteers express concern that donating job-specific skills while volunteering can coerce them into ‘work like’ relationships with volunteer-involving organisations that undermine the value they receive from volunteering (Cook & Burchell, 2018; Steimel, 2018). This might be because projects that mirror work-like experiences require them to deliver projects to professional standards and timelines, but without equivalent compensation (Steimel, 2018). Similarly, Shantz & Dempsey-Brench (2021) found that some volunteers become morally outraged at the thought

of the organisation ‘gaining’ from any skill development as an outcome of volunteering, particularly when they are suspicious that their organisation is self-serving in their motives (Shantz & Dempsey-Brench, 2021).

2.2.3 SUSTAINED PROGRAMS

Finally, Grant (2012) has called for a greater focus on how to design programs which sustain volunteer participation. According to Grant (2012), as volunteers repeat their participation, they begin to perceive being a volunteer as an important part of their identity, thus sustaining their participation over time and resulting in benefits for all three stakeholders. In support of Grant’s (2012) hypothesis regarding the importance of sustained volunteer participation, research has shown that the likelihood of benefits (such as skill development and social capital growth) increases with time spent volunteering (Booth et al., 2009; Muthuri et al., 2009). Furthermore, the challenges faced by many volunteer-involving organisations are said to require continuous contributions rather than one-off or short-term efforts (Muthuri et al., 2009). Volunteers often require training, which costs organisations both time and money and some researchers suggest that sustained participation by the volunteer is likely to offset the cost the volunteer-involving organisation incurs in training and supervising volunteers so these resources can be allocated elsewhere (Boccalandro, 2010).

Grant (2012) proposed a Volunteer Work Design Model outlining the design characteristics of what he calls ‘enriched’ corporate volunteering programs which encourage sustained volunteer efforts. These include (i) enriched ‘task’ characteristics, especially the sense that the volunteering makes a substantial and lasting impact, (ii) enriched ‘social’ characteristics, such as opportunities to interact with others inside and outside the organisation and (iii) enriched

'knowledge' characteristics, particularly the ability to utilise and develop skills while volunteering. In the first study to empirically examine Grant's (2012) theoretical model, van Schie and colleagues (2019) found support for aspects of the Volunteer Work Design model, specifically, that project meaningfulness (an enriched 'task' characteristic) and spending time with others (an enriched 'social' characteristic) contribute to the development of a volunteer role identity and thus sustained volunteer participation. Furthermore, van Schie and colleagues (2019) highlight the role of motives in this process, suggesting that project meaningfulness and social interaction foster the internalisation of a volunteer role identity because they encourage autonomous forms of motivation.

The extent to which volunteers feel autonomous or coerced in their decision to volunteer has also been linked to organisational policies and practices that support the corporate volunteering program in the volunteer-providing organisation (Lough & Turner, 2017). Lough & Turner (2017) found that practices which support volunteer autonomy, such as the provision of time off to volunteer, increase future volunteer intentions while practices that dampen feelings of autonomy, such as extrinsic organisational rewards for volunteering (e.g., social media commendations), reduce future volunteer intentions (Lough & Turner, 2017). Their study highlights the importance of volunteer motives in promoting repeated volunteer participation and thus sustained corporate volunteering programs. Research by Lup & Booth (2018; 2019) found that other aspects of work – including satisfaction with job experiences – predict employee likelihood to engage in volunteering and the frequency with which they volunteer. Their finding that satisfying jobs can fuel employees to contribute to social causes suggest the importance of paying closer attention to employees work experiences in efforts to encourage sustained volunteering (Lup & Booth, 2018; 2019).

A small body of research also generally supports the positive effect of the program characteristics outlined in the Volunteer Work Design Model (Grant, 2012) on stakeholder outcomes beyond sustained volunteer participation. The positive impact of enriched task characteristics is supported by studies demonstrating that when corporate volunteers find their experiences meaningful, they are not only more likely to be engaged as volunteers but more likely to feel engaged at work (Caligiuri et al., 2013; Im & Chung, 2018; Opoku-Dakwa, Chen & Rupp, 2018). For example, Caligiuri and colleagues (2013) found that participation in corporate volunteering results in heightened work engagement only when volunteers perceive that they have made a meaningful and sustainable contribution to the volunteer-involving organisation. In a similar vein, the impact of enriched social characteristics is supported by research which finds that opportunities to interact with beneficiaries and work cooperatively with colleagues in a team-based environment is associated with social capital development for all three stakeholders (Muthuri et al., 2009; Pajo & Lee, 2011). For example, Muthuri and colleagues' (2009) multi-stakeholder study found that development of 'strong ties' and 'thick trust' built through social interaction facilitates access to new knowledge sharing and the mobilisation of resources for all three stakeholders. Finally, the body of research outlined in the section on skills-based programs suggests that enriched 'knowledge' characteristics (e.g., opportunities to use and learn skills) may also lead to capacity increases for all three stakeholders.

2.3 RESEARCH QUESTIONS

This chapter reviewed the literature on corporate volunteering, identifying several important avenues for future investigation on the topic. The literature above has highlighted a range of benefits and challenges associated with corporate volunteering programs. Benefits included heightened wellbeing and career advancement for employee volunteers, improved

organisational reputation and employee loyalty for the volunteer-providing organisation, and increased legitimacy and capacity for the volunteer-involving organisation. Challenges included decreased work-life balance and career stagnation for employee volunteers, decreased employee performance and heightened deviance for volunteer-providing organisations and reputational damage and resource drain for volunteer-involving organisations. My research seeks to extend this literature, adopting a tripartite research design to ask: “How does corporate volunteering create or destroy value for all three stakeholders?”

In response to questions about differences in corporate volunteering program outcomes, a small body of literature has also begun to unpack the black box of corporate volunteering, suggesting that there are program design features that impact the potential of corporate volunteering to deliver on its promise, including sustained volunteer participation (Grant, 2012), project meaningfulness (Caligiuri et al., 2013; Rodell, 2013), social interaction (Muthuri et al., 2009; Pajo & Lee, 2011) and skills utilisation and development (Letts & Holly, 2017; McCallum et al., 2013). Furthermore, there are indications that the level of autonomy or coercion volunteers experience in their decision to volunteer, along with their perceptions of their employers’ level of concern for themselves versus the broader community all play a role in the ultimate success (or failure) of a corporate volunteering program. My research seeks to contribute to the literature on program design and outcomes by asking: “How do differences in program design influence the value realised by employee volunteers, volunteering-providing organisations, and volunteer-involving organisations?”

In the next two sections of the thesis, I set out methodology deployed and findings from Phase One - the qualitative study and Phase Two - the quantitative study.

PHASE ONE

3 QUALITATIVE EXPLORATION

This chapter presents the methods employed and findings uncovered through Phase One – the qualitative research study. The qualitative research methods are further outlined in **Section 3.1** and the findings in **Section 3.2**. Section 3.2.1 offers an integrated account of how corporate volunteering programs create or destroy value for all three stakeholders. The section further identifies how program outcomes are influenced by how various stakeholders perceive the corporate volunteering program, which determines their motives for involvement and approach to other stakeholders. Section 3.2.2 then focuses on the role of program design on program outcomes, culminating in a model describing how temporal, developmental, and relational dimensions of programs influence program effectiveness. **Section 3.3** summarises the key research findings and concludes the chapter.

3.1 QUALITATIVE RESEARCH METHODS

3.1.1 DATA SOURCES

The qualitative research was designed to explore the ways in which corporate volunteering programs create or destroy ‘value’ for all three stakeholders and to understand the context around these contested outcomes. A theoretical, purposive sampling approach was used to capture insights from all three stakeholder groups, reflecting a broad range of corporate volunteering experiences (Corbin & Strauss, 2008). To be included in the research, participants fell into at least one of three categories: individuals that have participated in their organisation’s corporate volunteering program, representatives from volunteer-providing organisations which release the volunteers that have been involved in the development and/or implementation of

their organisation's corporate volunteering program, and representatives from volunteer-involving organisations which host the volunteers that have been involved in the design and/or delivery of corporate volunteering.

Participants were invited to participate in the research via an email call-out through the Centre for Volunteering (see **Appendix A**). I was also invited to attend two national volunteering conferences through which I established further research partnerships with four key informants from volunteer-providing and volunteer-involving organisations. These key informants introduced me to peers in the corporate volunteering space and promoted the study to corporate volunteers within their own organisations. These relationships, combined with my personal experiences as a volunteer, enabled the interviews to proceed from an established knowledge base, allowing interviews to get to specific questions effectively and to follow up with further discussions when salient themes emerged. The research project, including the interview schedules and related paperwork was reviewed and approved by the University of Sydney Human Research Ethics Committee (HREC). All participants provided informed consent, and all but two of the interviewees consented to be audio recorded. A copy of the Participant Information Statements and Consent Forms can be found in **Appendix A**.

3.1.2 DATA COLLECTION

Between September 2017 and September 2019, I interviewed 36 respondents from the three stakeholder groups: employee volunteers (n = 18), volunteer-providing organisations (n = 10) and volunteer-involving organisations (n = 8). I found that programs could generally be categorised into two broad types: (i) programs encompassing short-term, activity-based (i.e., unskilled) contributions, such as planting trees for the local community or assisting at the local

animal shelter and (ii) more immersive programs encompassing long-term, skills-based immersions, such as providing information technology (IT) solutions and services or mentoring disadvantaged young people. Most volunteers (n = 11/18) and representatives from volunteer-involving organisation (n = 5/8) and all (n = 10/10) representatives from volunteer-providing had experience with both types of programs, across various industries. See **Table 3.1.1** below for further details of the participants. Note that pseudonyms have been given to participants to protect their identity.

The interviews ranged in time from 21-65 minutes and were conducted either at the workplace of the interviewees or via video conferencing if that was a more convenient option for them. The interviews were based on a set of open-ended questions to guide conversation, focusing on individual experiences with and evaluations of corporate volunteering and their perceptions of other stakeholders' experiences and evaluations. These interview guides were informed by a review of the literature and field notes that were taken during preliminary meetings with key research partners. Copies of the interview schedules can be found in **Appendix B**. Throughout the process of data collection, key insights were recorded after each interview, and I chased relevant 'theoretical leads' by recruiting participants that either confirmed or negated emerging patterns in the data (Morse, 2007). For example, I asked interviewees if they knew of any colleagues that held a contrasting opinion or experience. Interview guides were thus refined throughout the data collection process, which guided future interview questions and allowed for more nuanced investigation. The interviews continued until I felt they had reached 'saturation', gaining a full understanding of the interviewee's perspective (Legard, Keegan & Ward, 2003).

Table 3.1.1*Participant characteristics*

Position	Program Type	Sector	Gender	Age range (years)	Interview length (mins)
Employee volunteer representatives					
Malik Executive Manager, Group Funding	Both	Financial services	Male	55-64	48
Vinh Chief Operating Officer	Both	Financial services	Female	45-54	31
Cilicia Chief Financial Officer	Both	Financial services	Female	45-54	28
Gabriel System & Network Administrator	Long-term, skills-based	Financial services	Male	55-64	36
Danna Chief Operating Officer	Both	Financial services	Female	45-54	43
Vishnu Branch Team Leader	Long-term, skills-based	Financial services	Female	35-44	29

Janna Project Coordinator, Support Services	Short-term, activity-based	Education	Female	25-34	37
Naomi Senior Project Officer, Strategic Implementation	Short-term, activity-based	Education	Female	25-34	23
Abigail Web Services Officer	Short-term, activity-based	Education	Female	25-34	36
Myra Program Manager, Employment Services	Both	Education	Female	35-44	51
Josephine Manager, Learning Support Services	Short-term, activity-based	Education	Female	35-44	42
Kenah Department Executive Officer	Short-term, activity-based	Education	Female	35-44	39
Noah Engineer	Both	Technology	Male	25-34	52
Jacob Small Business Representative	Both	Technology	Male	25-34	26
Theo Business Development Representative	Both	Technology	Female	25-34	30
Moshe Head of IT	Both	Supply chain logistics	Male	35-44	42

Stavros Principal Consultant	Both	Advisory services	Male	55-64	60
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Representatives from volunteer-providing organisations

Uma National Advisor	Both	Professional services	Female	35-44	55
Saskia Senior Advisor	Both	Financial services	Female	35-44	56
Sarah Corporate Responsibility Coordinator	Both	Engineering	Female	35-44	37
Mia Manager of Probono Services	Both	Financial services	Female	35-44	26
Joseph Foundation Manager	Both	Technology	Male	35-44	31
Chiyo Associate Director of Corporate Citizenship	Both	Professional services	Female	35-44	21
Jacqui Manager of Corporate Citizenship	Both	Professional services	Female	35-44	22
Norah Foundation Coordinator	Both	Property development	Female	25-34	38

Lucas General Manager, People and Culture	Both	Insurance	Male	55-64	44
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Representatives from volunteer-involving organisations

Claudia Corporate Engagement Manager	Both	Environment	Female	25-34	51
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Bethany Strategy Consultant	Long-term, skills-based	International development	Female	35-44	40
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Alicia Chief Executive Officer	Both	Education	Female	35-44	45
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Ruth Marketing Manager	Short-term, activity-based	Aged Care	Female	45-54	54
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Sophie Volunteer Coordinator	Short-term, activity-based	Welfare	Female	45-54	48
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India Director of Fundraising and Development	Both	Healthcare	Female	35-44	47
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Hannah Corporate Partnerships Manager	Both	Healthcare	Female	35-44	40
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Ethan Fundraising Strategist	Both	Human rights	Male	45-54	65
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3.1.3 DATA ANALYSIS

I used inductive, thematic analysis to investigate the interplay between corporate volunteering features and stakeholder experiences and evaluations of corporate volunteering (Braun & Clarke, 2012; Charmaz, 2008). All interview transcripts and notes were uploaded to NVivo, a qualitative data analysis computer software package that helped me to organise and analyse my interview data. During the initial open coding phase, I went through the interviews and developed a list of first-order codes that were taken to team meetings with my supervisors and discussed to facilitate the process of focused coding and the abductive development of emergent theory (Charmaz, 2008). When deciding which first-order codes to raise to theoretical categories (or ‘themes’), I looked for those codes that carry the weight of the analysis (Charmaz, 2006; 2008). This iterative process helped me to conceptualise the emergent themes regarding different actors’ experiences with, and evaluation of, corporate volunteering and the dimensions that explain when these programs are regarded as beneficial or not.

I started my data analysis by systematically identifying instances where the interviewee talked about how corporate volunteering (i) *creates* value or (ii) *destroys* value. Codes referring to value creation included: renewed perspective, relationship building and leadership development for employee volunteers; connection to community and staff satisfaction for the volunteer-providing organisation; and advocates, retained volunteers and access to expertise for volunteer-involving organisations. Codes referring to value destruction included: unrewarding volunteering experiences and lack of support from the volunteer-providing organisation, employee cynicism and staff turnover for volunteer-providing organisations and lack of enthusiasm and resource drain for volunteer-involving organisations. I grouped these outcomes into three categories – professional value creation or destruction for employee

volunteers, cultural value creation or destruction for volunteer-providing organisations and capacity value creation or destruction for volunteer-involving organisations.

Professional value creation / destruction encompassed all codes that illustrate how participation in corporate volunteering can impact volunteers' professional development and career trajectories. Instances of value creation included gaining a renewed perspective on work, strengthening professional networks, and developing leadership skills. Mentions of value destruction included unrewarding volunteer experiences and a lack of organisational support for (or even punishment of) volunteers back at the workplace.

Cultural value creation / destruction comprised all codes that demonstrate how corporate volunteering influences organisational culture in the volunteer-providing organisation. Cases of value creation included promoting a culture of connection and contribution to community and staff satisfaction and retention. Instances of value destruction included employee cynicism among some who perceived their employer's scheme as a form of lip-service or image-enhancement and staff dissatisfaction and turnover.

Finally, capacity value creation / destruction covered all codes that demonstrate how corporate volunteering can impact the reach and capacity of volunteer-involving organisations. Cases of value creation mentioned by participants included advocacy for the volunteer-involving organisations and causes they support, retention of volunteers and access to corporate skills and expertise. Mentions of value destruction included lack of enthusiasm from volunteers and the resource drain associated with managing them.

Table 3.1.2 presents my first order codes with exemplar quotes.

Table 3.1.2

First order codes and exemplar quotes

First-order code	Exemplar quote
<u>Value creation:</u>	
Renewed perspective	<p>It really opened my eyes. You go over there, and you think, oh my goodness, I've got nothing to whinge about. It just humbles you and gives you a perspective on what's really important in life. I think everybody should experience something like that.</p> <p style="text-align: right;">- Washni, corporate volunteer</p> <p>I think getting volunteers out into the community can open them up to different perspectives. Most people here have been very privileged, so it's opening their eyes to people from different walks of life, seeing things from different perspectives.</p> <p style="text-align: right;">- Norah, VPO representative</p> <p>I get emails after their engagement and they're like, oh my gosh, this has changed everything - and this is what we do every day. When you get that feedback from someone that you can say you have changed their perspective for the better, it's magic. You know that you're doing something right.</p> <p style="text-align: right;">- Claudia, VIO representative</p>

Relationship building

I would act a bit differently if I was to meet those people at, say, a professional staff meeting. That's obviously a completely professional environment and people are talking about work all the time. Whereas at the volunteering day people talked about other things as well. We shared lunch together which I wouldn't normally do with them. It was good to foster those relationships.

- Abigail, corporate volunteer

People cross pollinate just by virtue of being in the same place and having one shared goal for the day. I think this makes it [volunteering] really good for the morale of staff and team building.

- Lucas, VPO representative

Sometimes people feel quite disconnected from their community so it's an opportunity for them to reconnect and feel rewarded through that process.

- Ruth, VIO representative

Leadership development

The benefits are twofold. It's self-fulfillment, in the sense that we're inspiring kids for the future, but also these kids are going to be the ones using our products as future leaders and that helps us thrive too.

- Jacob, corporate volunteer

We talk about social leadership being something that everyone should develop, from doing some skilled volunteering to eventually being in a position where they

could contribute to the ethical governance of an organisation.

- Saskia, VPO representative

I think the [volunteering] program attracts high achievers and people who engage in giving but it also develops skills, particularly in early- to mid-career individuals who want to learn how to manage teams and don't have as many opportunities.

- Alicia, VIO representative

Connection to community

I participate because it's part of my job, but I probably wouldn't be in this job if I wasn't passionate about volunteering. Volunteering is a really good way to demonstrate your value of community and giving back.

- Kenah, corporate volunteer

We have a very strong set of values. We believe in giving back to the communities in which we work, and we want our people to be connected with those communities and volunteer in those communities, so we're just supporting staff to do that.

- Chiyo, VPO representative

Staff satisfaction

If people care about giving back, they want to work for a company that also do that. If they feel like they're provided with the opportunity to have an impact, people are really driven by that so they will want to work for you. I think it

comes down to it being a business model that not only supports revenue growth but also employee satisfaction.

- Theo, corporate volunteer

People often come back grateful that they can [volunteer] during work hours and that they have such amazing resources at hand to do so. It facilitates a lot of pride amongst our staff.

- Mia, VPO representative

Advocates

When we come back home, we became advocates for what [the VIO] does. That continues well beyond the 12 months until the next group goes. It's an ongoing thing. We can raise awareness and I think that's very valuable.

- Vinh, corporate volunteer

We are advocates for the work that [the VIO] do now. We promote it across the broader organisation. We're still raising money and engaging in awareness raising and advocacy.

- Cilicia, VPO representative

It's about having the opportunity to tell people the stories of the charity, with the hope that some of those people go on to become advocates for our organisation.

- Ethan, VIO representative

Retained volunteers

I think you go for the day, but it has more of a lasting effect on you as well. You come away from it thinking – okay – well maybe in my own time I can get back and volunteer.

- Naomi, corporate volunteer

We work with some corporate teams on an ongoing basis, and we've had corporate volunteers who have continued to make regular contributions and donations in their personal time. These long-term relationships are very valuable.

- Claudia, VIO representative

Access to expertise

We have some corporate volunteers that come in and mentor some of our staff. Their expertise has been of huge value to us as individuals and as an organisation.

- Claudia, VIO representative

I think if a corporate genuinely wants to make a difference in the community they need to be very specific in who they engage with in that way, rather having a sort of scattergun approach. They need to think about how to engage their workforce in something that taps into their skillset and expertise and whatever their service or product offerings are. That model is an ideal corporate volunteering opportunity for us.

- India, VIO representative

Value destruction:

Unrewarding volunteer experiences

Some people might want a day of mind-numbing, basic activity if they're used to being in the office. That's fine, but not everyone does.

- Moshe, corporate volunteer

I wouldn't recommend it to my friends. Unless I disliked them. It just felt like a chore, that's all. Maybe some people are happy to do that, but I don't even clean my own house. I get a cleaner in.

- Phoebe, corporate volunteer

Lack of support from the volunteer-providing organisation

I don't think anyone really said, oh, we have this CSR thing, let's do it properly. It's like, no, we're not going to invest in CSR. We'll just get some person to do this, on top of her regular job, and we're not going to put any money and we're not going to give anyone any time to do it. So, I don't think they're that serious about it from any real point of view.

- Myra, corporate volunteer

Our people are really under the pump and have a lot of client commitments and a lot of pressure. So, there would be some that wouldn't see volunteering as a priority in the workplace and therefore would not support their staff to do it and that's a massive challenge.

- Uma, VPO representative

Employee cynicism

I think that they offer corporate volunteering probably because they have to. I'm just assuming that there's some

greater pressure that they provide their staff with these activities. I think, being quite cynical, I just assume that it's all part of corporate social responsibility.

- Phoebe, corporate volunteer

They're trying to act all good and how nice they are to the community. I shouldn't be cramming them so hard, but their whole ad was about how they match donations from their employees. Without their employees donating they're doing nothing. It's literally nothing. It just made me want to go, shut up!

- Noah, corporate volunteer

Staff turnover

It's one of those things, when you go back to your work and you kind of go oh, I could be doing something better... So that's not going to be an incentive to any corporates to send out their employees if they don't want to come back.

- Phoebe, corporate volunteer

Some people really engage in it (corporate volunteering), in that they don't want to do business work anymore and they might leave to go and do something else. That's a risk.

- Sarah, VPO representative

Lack of enthusiasm

I think the cause does have an impact on how enthusiastic I was about attending – definitely – like, I would never recommend going back to the youth centre.

- Phoebe, corporate volunteer

It's often a passionate manager who says, 'I think this is a really good thing to do, we're doing it' and hopefully they say and do the right things to get their people wanting to do it too. But sometimes you do throw people into situations they don't want to be in, and you can feel that in their attitude during the day.

- Lucas, VPO representative

Often with the corporates, it's someone in their team or their company that has chosen us. It doesn't mean the whole team is on board with that. They have different things that they feel more passionate about and so I think that sometimes I can see that in the enthusiasm they have for the actual project or event.

- Sophie, VIO representative

Resource drain

The whole team was there packing pallets of food. We spent all day doing it and putting it on trucks. At the end of the day everyone goes, great we're done, good work everyone! I looked over and I saw 300 loaves of bread in the corner on pallets, and I said guys, what's going on over there, why is that bread there? ... We think of ourselves as skilled resources, white-collar, and we couldn't even pack pallets of food.

- Moshe, corporate volunteer

I find it difficult because we do get approached by teams who want to go out and do a community day but we're very

cautious about that. I think it's disrespectful to think that you can go out and have a lovely day, feel good about yourself and then be complete drain on the [VIO] organisation.

- Saskia, VPO representative

It can be expensive for a charity to host corporate volunteers in some instances and charities are finding that they're spending a lot more time than they expect on managing volunteers.

- Ethan, VIO representative

I returned to the data and compared positive corporate volunteering experiences with negative corporate volunteering experiences, seeking to understand what factors are associated with value creation and what factors are associated with value destruction. Comparing positive and negative experiences with corporate volunteering led me to identify how differences in the way a corporate volunteer program is *perceived* and *designed* impacts on the outcomes that are achieved. Firstly, I identified that the way that stakeholders perceive the purpose of the corporate volunteering program shape their motives for involvement and their interpretations of other stakeholders' motives for involvement. This influences their responses to these programs and thus the outcomes that are achieved. Secondly, I identified dimensions of volunteer programs whose presence or absence was associated with positive or negative corporate volunteering outcomes, respectively. In doing so, I identified how these dimensions could be grouped into three categories that are reflective of the wider work design literature (Hackman & Oldham, 1976; Morgeson & Humphrey, 2006) and Grant's (2012) Volunteer Work Design Model categories of volunteer program design features. I identified three groups of design dimensions: (i) temporal (opportunities for long-term and regular volunteer engagement), (ii) developmental (opportunities for skill utilisation and skill development) and (iii) relational (opportunities to interact with and positively impact others).

The three design dimensions were captured in a framework over the course of the research project. As themes emerged during data analysis, I was reminded of empirical and theoretical material I encountered in my earlier reading. I then returned to this material to discuss my theorising with my supervisory team and sought feedback at international conferences. The framework emerged through my research activities in an iterative, reflective and collaborate sensemaking process (Alvesson, 2010).

I discuss the relationship between program perceptions, program design and program outcomes in greater detail in the research findings section below.

3.2 QUALITATIVE RESEARCH FINDINGS

3.2.1 VALUE CREATION AND VALUE DESTRUCTION FOR ALL THREE STAKEHOLDERS

The qualitative study shows that corporate volunteering programs can create value for all three stakeholders in the corporate volunteering relationship. I found that corporate volunteers stood to gain from enhanced career progression stemming from the professional development and relationship building opportunities provided by their volunteer participation. Volunteer-providing organisations could use corporate volunteering to strengthen their CSR culture internally, which enabled their efforts to foster a sense of psychological closeness with their staff and thus retain talent. Additionally, by immersing corporate volunteers in their organisation through corporate volunteering, some volunteer-involving organisations reported increased organisational capacity, developing corporate volunteers into ‘cause champions’ who become deeply invested in their mission, offering support and advocacy for their organisation in the years to come.

The findings also extend existing research by showing the extent to which corporate volunteering programs can result in contrary and detrimental effects. For some employee volunteers, corporate volunteering did not result in professional development and was negatively perceived by others in their organisation, being attributed to a lack of dedication to their job role. Corporate volunteering participation could thus cost employee volunteers professionally if it was seen as signalling an ‘escapism’ from regular work. Providing

employees with the opportunity to volunteer could also further diminish organisational culture in volunteer-providing organisations if corporate volunteering was perceived as a form of lip service rather than a genuine CSR initiative. In such instances, volunteer participation could heighten volunteers' sense of psychological detachment and values disparity with their organisation and encourage employee turnover. Finally, volunteer-involving organisations that waste organisational resources trying to manage 'cause opponents' that are unconcerned with their mission may further diminish their organisational capacity.

I explore instances of value creation and destruction for each of the three stakeholders below, organised around the three broad 'types' of outcomes – professional value creation and destruction for employee volunteers, cultural value creation and destruction for volunteer-providing organisations and capacity value creation and destruction for volunteer-involving organisations.

3.2.1.1 Professional Value Creation and Destruction for Employee Volunteers

Respondents saw participation in corporate volunteering programs as an opportunity for volunteers to accumulate vital resources for their professional development and career progression. Aligned with career capital theory, these resources could be categorised into two types of career capital: 'knowing-how' assets such as knowledge, skills, and expertise, and 'knowing-whom' assets such as relationships, connections, and reputation (Inkson & Arthur, 2001). By engaging these newly accumulated resources at work, respondents stressed that some corporate volunteers benefited from enhanced work performance and leadership capability.

Volunteers described the corporate volunteering experience as one that “opens the eyes” (Stavros, corporate volunteer), “shifts your perspective” (Cilicia, corporate volunteer) and “challenges ... assumptions” (Malik, corporate volunteer). By requiring volunteers to tailor their approach to the realities of a not-for-profit or third sector organisation, corporate volunteering was seen as an arena for volunteers to ‘stretch’ their skills outside of their employment context:

I can learn so much from removing myself from my normal environment and picking up on things that work well in other organisations and applying that to my job. (Theo, corporate volunteer)

There was a sense among participants that immersing themselves in the context of the volunteer-involving organisation was a rich learning experience, providing volunteers with greater awareness of the realities of other workplaces and a renewed sense of perspective on their regular job.

In addition to providing the opportunity to widen their perspective, corporate volunteering facilitated relationship building amongst staff, as Naomi, a corporate volunteer, describes:

I think I built stronger connections with my colleagues. I came back with a couple of working relationships where I ended up collaborating back in the office with people whom I wouldn’t otherwise have really known other than just their name before that point. (Naomi, corporate volunteer)

Naomi further explains that the relationships built through corporate volunteering enabled her to alter the relational architecture of her role, resulting in her position in the organisation becoming “less siloed” and her relationships becoming more “authentic” (Naomi, corporate volunteer). Naomi’s experiences demonstrate that corporate volunteering may provide volunteers with the opportunity to change the boundaries of their work, for example, by establishing stronger collaborations with others in their organisation.

The ability to draw on these new skills (‘knowing-how assets’) and relationships (‘knowing-whom assets’) at work was seen by many as an important resource for future career progression and leadership development. Jacob, a corporate volunteer from a large information technology organisation, described the “selfish benefit” of getting his “name out there” and “being able to network with people at all levels of the organisation that [he] normally wouldn’t ever meet”. He believed that corporate volunteering participation was an important part of building a “better resume” for himself within the organisation: “I think they see it as a part of someone who has some goodwill about them” (Jacob, corporate volunteer). His colleague Noah also hoped that volunteering would help to develop his leadership potential:

I think the goal of having this volunteering is that it does open me up to more perspectives, and it means that when I want to progress my career, I will have a better perspective. I will be able to take on more viewpoints, which means I will be able to increase my leadership skills. (Noah, corporate volunteer)

Volunteers and managers from other volunteer-providing organisations echoed Noah’s sentiment that dealing with heightened ambiguity during corporate volunteering was an

effective means through which to develop leaders with a broader sense of perspective and community-mindedness:

It helped me as a leader. I probably really listen to people more now and try to see things from their perspective, considering the situation they might be in at the time.
(Vishnu, corporate volunteer)

I think it [skilled volunteering] is probably the future for us in leadership development because we're trying to get leaders who are much more community minded. It's leadership in a way that is not just thinking about yourself but also about the people around you. (Lucas, VPO representative)

Participants stressed that the experiences that individuals have when volunteering have the potential to “give them that out of the box experience that they wouldn't otherwise have in their normal day-to-day work” (Chiyo, VPO representative), equipping them with the skills required to become more socially aware, socially connected and socially orientated leaders.

These findings are consistent with the body of literature on leadership development through international corporate volunteering or ‘service learning’ programs (Caligiuri et al., 2019; Caligiuri et al., 2013; Pless et al., 2011). For example, Pless and colleagues (2011) underscored the potential of international corporate volunteering programs to develop “responsible global leaders,” individuals capable of acting effectively and ethically with various stakeholders in the global marketplace (p.238). However, my findings indicate the corporate volunteering programs which are shorter and more local can also produce similar developmental effects.

In addition to corporate volunteering building organisational leadership capability, my findings lend support to research that suggests that participation in corporate volunteering develops employees' 'career capital' (Fleischer et al., 2015; Gitsham, 2012; Muthuri et al., 2009). Fleischer and colleagues (2015) highlight how 'know-how' assets such as enhanced communication, organisational and social skills are seen to enable corporate volunteers to bring new methods of thinking and working within the organisation. Gitsham (2012) reported that the experience gained from corporate volunteering gave volunteers the legitimacy to take on enhanced responsibilities within their organisation. Correspondingly, Muthuri and colleagues (2009) suggest that the 'strong ties' and 'thick trust' built through corporate volunteering ('know-whom' assets) facilitate access to new opportunities, knowledge sharing and the mobilisation of resources within the workplace. My research further suggests that this accumulation of 'career capital' can improve employee volunteers' career prospects.

While many respondents believed corporate volunteering to be a fruitful avenue for accessing resources that benefit their careers, not all corporate volunteers in my study reported that professional benefits accrued to them from their participation. In contrast to previous research (e.g., Fleischer et al., 2015; Gitsham, 2012; Muthuri et al., 2009), I found that some volunteers felt that their volunteer participation had no benefits for their professional lives and struggled to integrate insights gained during volunteering back into the workplace and on occasion faced negative repercussions from supervisors because of their participation.

There were instances where corporate volunteering was described as "mind-numbing" (Moshe, corporate volunteer), "personally taxing" (Abigail, corporate volunteer) and "a chore" (Phoebe, corporate volunteer). For example, Phoebe, a corporate volunteer, talked about a particularly futile corporate volunteering experience:

It was very much just a case of them saying well, get to it, we need you to clean. So, everyone chose a room individually that they then cleaned up. I felt slightly defeated by the knowledge that I was tidying up rooms that they said would then be messy again in two days and they'd need another group in. (Phoebe, corporate volunteer)

Phoebe talked about having to “catch-up” on work upon her return and insisted that she “wouldn’t recommend the experience to [her] friends unless [she] disliked them” (Phoebe, corporate volunteer). In cases such as Phoebe’s, disengaging volunteering experiences resulted in little to no professional benefits.

Other volunteers found that re-entry to the organisation after an extended period of volunteering was a difficult transition:

It’s been difficult to maintain the new mindset back in my home environment. It takes active effort to maintain my new perspective in an environment that values outcomes over relationships. Since being back it feels like I’ve gone backwards with time. As difficult as it was to adjust to these cultural differences when I was volunteering, it’s equally hard to adjust to being back at work. (Vishnu, corporate volunteer)

The volunteers talked about the challenges of integrating their learning experiences into their corporate jobs, particularly when they felt a sense of values disparity with their organisation.

In addition to volunteers that felt their organisational environment did not value their new perspectives, some volunteers felt that their manager was not supportive of corporate

volunteering altogether, especially in organisations that had gone through major organisational restructures or rounds of redundancies. Employees were weary that “maybe it’s not a good time to be away from their desk” or “sticking their neck out” (Norah, VPO representative). These individuals feared being perceived by others as “not pulling their weight” at work (Norah, VPO representative) or “taking hours away from their direct supervisors” (Phoebe, corporate volunteer). These cases highlight that the attributions that supervisors make about volunteers can be negative.

Furthermore, the perception among some supervisors that volunteering wasn’t a legitimate workplace activity prevented participation among employees that were otherwise willing:

Some people feel that they couldn't dedicate the time to it [volunteering], which is a shame, because I know a few of the animal lovers as well who would want to go. Maybe they don’t have their manager's approval, or they felt they needed to show face at work a bit more. Maybe they didn't have as much support as I did. (Naomi, corporate volunteer)

On top of stifling employee participation in corporate volunteering, these instances suggest that corporate volunteering participation might, at times, result in professional penalties rather than professional rewards for those that choose to participate. Sometimes, being a corporate volunteer may be at odds with the dominant organisational culture and thus be seen as signalling an employee’s lack of commitment to work. My research adds weight to Bode and colleagues (2021) findings that participation in corporate volunteering may negatively impact the promotion rates of some that participate as corporate volunteers.

This section demonstrated that corporate volunteering could result in both professional value creation and destruction for corporate volunteers. While my findings lend support to previous research regarding the potential of corporate volunteering to facilitate the accumulation of ‘career capital’ needed for career advancement (Fleischer et al., 2015; Muthuri et al., 2009) and leadership development (Caligiuri et al., 2019; Caligiuri et al., 2013; Pless et al., 2011), my findings also underscore potential professional risks of corporate volunteering, which have to date been largely overlooked (Bode et al., 2021). My findings highlight that not all corporate volunteering programs are developmental experiences for corporate volunteers, that some volunteers are unable to translate learnings into positive organisational change, and that there may indeed be penalties for some employees that choose to volunteer.

Highlighting these challenges suggests that the relationship between corporate volunteering participation and objective career outcomes warrants further investigation. Most research on the career impacts of corporate volunteering is limited to anecdotal or qualitative accounts of skill development (Jones, 2016; Bode et al., 2021) and there is a need for more rigorous testing of these assumptions. Further, previous research has proposed that there may be a career cost to those who choose to perform high levels of organisational citizenship behaviours (OCBs) at work, with time spent on OCBs being negatively related to objective career outcomes (Bergeron et al., 2018) and my research suggests that this is the case for those who engage in corporate volunteering. The relationship between corporate volunteering participation and career progression is further examined in the quantitative research.

3.2.1.2 Cultural Value Creation and Destruction for Volunteer-Providing Organisations

Respondents saw corporate volunteering as an opportunity to enhance the organisational culture within the volunteer-providing organisation. By building a culture centred on promoting connection and contribution to community, volunteer-providing organisations were hoping to facilitate a sense of psychological closeness and values congruence with their staff, thus fostering high levels of talent retention.

Corporate volunteering was seen as a key ingredient in building what was described by several respondents as “purpose-driven” (Mia, VPO representative) or “values-led” (Norah, VPO representative) organisational cultures. Such organisational cultures developed through providing staff with opportunities to express altruistic values through corporate volunteering:

I think it's a really great way to remind employees that work here about the importance of giving back. It's also a way for them to reflect the company values, one of which is community. Volunteering is a really good way to demonstrate your value of community and giving back. (Norah, VPO representative)

As a result of being encouraged to contribute to the community on company time, corporate volunteers reported a sense of gratitude towards their employer:

I'm grateful to [my organisation]. I think volunteering makes you realise how lucky you are, and I feel happy that they gave us the opportunity to give ourselves to places that need us. (Janna, corporate volunteer)

Managers from volunteer-providing organisations also recognised the value of corporate volunteering in enhancing staff gratitude and pride in their organisation, purporting it as one of the major benefits of offering corporate volunteering programs:

Our people get a sense of pride knowing that they can support the community within their day jobs. They usually work quite long hours and have limited time to support the community. Many people feel grateful to know that they can do that within their daily work. (Jacqui, VPO representative)

Organisations that were successful in building and maintaining an organisational culture centred on connection and contribution to community were further believed to benefit from high staff retention rates:

I think that's why I've been here for as long as I have, because they allow you to do that [volunteer]. That's a big part of it, that alignment of values and direction. (Vinh, corporate volunteer)

Respondents stressed that corporate volunteering could provide volunteers with an avenue through which to express altruistic values, which resulted in a sense of values congruence with one's organisation and positively influenced volunteers' organisational commitment and intention to stay.

Previous research has also found that corporate volunteering programs can shine a favourable light on corporate culture, leading to talent retention (Bode et al., 2015; Breitsohl & Ehrig, 2017; Brockner et al., 2014; Jones, 2010). Breitsohl & Ehrig (2017) found that corporate

volunteers report strong motives to express altruistic values and that being given the opportunity to do so through corporate volunteering is associated with greater organisational commitment. Jones (2010) found that employees' that valued their organisation's corporate volunteering program were more likely to feel pride in their organisational membership, identify with their organisation and report intentions to stay. Finally, Bode and colleagues (2015) found that corporate volunteers have higher retention rates than their non-volunteer colleagues.

However, I also found that corporate volunteering could diminish organisational culture by heightening the sense of values disparity between corporate volunteers and their organisations, making them more likely to leave. These were instances where corporate volunteering triggered a sense of cynicism amongst employee volunteers who perceived their organisation's corporate volunteering scheme as a form of lip-service or image-enhancement, rather than a genuine investment in the community:

I think that corporate volunteering is a box ticking exercise for them, a CSR reporting exercise that companies have to adhere to. I truly believe that the majority of the reason [they offer volunteering] is that they need to. (Moshe, corporate volunteer)

These employees believed that their organisation's corporate volunteering scheme reflected self-serving value that were incongruent with the altruistic nature of corporate volunteering. Their participation in corporate volunteering served to further heighten their sense of disparity between their personal and their organisation's values.

This perceived inability to enact their values in their work, led some employees to search of work that held more meaning for them. Myra shared her fears of going back to being “a cog in a big money-making machine and not actually making any difference to anyone’s quality of life”. Her desire was to be using her skills to help people “who need it and deserve it” and when asked about her future career aspirations she commented that perhaps in five years’ time she would be working for a particular charity whose “values and outlook on life is just really spot on” (Myra, corporate volunteer).

I found that organisations that offer corporate volunteering programs run the risk of losing staff if they decide that they “don't want to do business work anymore” (Sarah, VPO representative). If a volunteer perceives that their organisation is motivated by egoistic rather than altruistic concerns, they may be driven to look for work in an organisation which they feel has greater values congruence, making them more likely to leave. Research by Gatignon-Turnau & Mignonac (2015) found that the positive impact of corporate volunteering on employee commitment is undermined if there is a perception that the organisation’s involvement is an exercise in impression management. My research goes a step further to suggest that corporate volunteering participation may even drive (and accelerate) turnover by highlighting the values disparity between an employee volunteer and their organisation.

This section has illustrated that corporate volunteering programs present both benefits and risks for volunteer-providing organisations. The findings lend further support to previous research that has highlighted that providing corporate volunteering opportunities may increase organisational commitment and staff retention (Bode et al., 2015; Breitsohl & Ehrig, 2017; Brockner et al., 2014; Jones, 2010). Despite these positive indications, my research suggests that these efforts can backfire in organisations where organisational motives for volunteering

are seen as incongruent with the spirit of volunteerism. Given the costs associated with staff turnover, my quantitative research further unpacks the relationship between corporate volunteering participation and employee retention.

3.2.1.3 Capacity Value Creation and Destruction for Volunteer-Involving Organisations

Representatives from volunteer-involving organisations hoped that hosting corporate volunteering programs would expand their organisational reach and increase their capacity. In contrast to regular volunteers, corporate volunteers were seen to have the added benefit of bringing new perspectives and skills into the volunteer-involving organisation:

Sometimes a corporate coming in with a more profit orientated mindset can be a good thing. I'm very much of the view that you can always look at things in a slightly different way. If we can do things better and get a better result, that means more money to the charity, which means more money to do stuff that needs to happen. (Ethan, VIO representative)

We've got a really good partnership with a technology company. They have given us a lot of man hours, pro-bono, for their staff to come and work on some of our big programs here. There's obviously a lot of data that our research trials are working with and someone like them can add a lot of value in terms of the expertise that their staff have in that area. (Hannah, VIO representative)

The influx of these corporate skills was seen as a key benefit of partnering with corporates, helping to aid in the delivery of core programs and services and increasing organisational capacity.

Bethany, a representative from a volunteer-involving organisation, talked about how volunteers could be “powerfully impacted through immersion”:

If you want someone to be impacted, you have to get them to feel the story of what's going on and the best way to get someone to feel the story is to put them in the story and make it their story. (Bethany, VIO representative)

Bethany was hoping that by involving corporate volunteers, they would internalise their role as volunteers as an important part of their identity, becoming “raving fans, people who rave about who you are and what you do” (Bethany, VIO representative).

In this regard, volunteers themselves described gaining an increased awareness and appreciation of the volunteer-involving organisation and its contributions to society:

Volunteering gave me a better appreciation for what they do, how big they are, and how many people they impact. I think getting their message across to other people must be very valuable. (Josephine, corporate volunteer)

Like Josephine, many of the corporate volunteers in the study felt deeply impacted by their volunteering experiences, describing them as “humbling” (Stavros, corporate volunteer), “inspiring” (Naomi, corporate volunteer) and “life-changing” (Vishnu, corporate volunteer).

As a result of this enhanced appreciation of the role of the volunteer-involving organisation and the causes they support, many employee volunteers were motivated to sustain their participation and share their experiences with others:

As a result of attending, not only did I learn more about [the volunteer-involving organisation], but I was also able to share my experience with others. Because it was such a good day, I was able to tell other people about what they do and what a great day it was, even to the point where I was looking for my team to participate. (Janna, corporate volunteer)

Volunteer-involving organisations recognised this buy-in from the volunteers as one of the key benefits of engaging in corporate volunteering. Ethan, a representative from a volunteer-involving organisation, explained how:

Some corporate volunteers almost lived and breathed the cause more than the employees. They created a real buzz around the cause. Bringing those people along is so important. You can't put a price on that. (Ethan, VIO representative)

Ethan called these highly engaged volunteers, “cause champions” and explained how they were a key source of support for the organisation, with the ideal being to have someone walk through the door and then “stay involved in some way - whether it's donations, volunteering or sitting on the board - 10, 15, 20 years down the track”.

In sum, representatives from volunteer-involving organisations talked positively about the opportunities corporate volunteering offered to raise awareness around social causes and

“immerse volunteers in the stories of the charity” (Ethan, VIO representative). Some volunteers began to embrace their role with the organisation, becoming ongoing volunteers and advocates for the volunteer-involving organisation, in the process expanding their organisational reach and increasing their capacity.

Representatives from volunteer-involving organisations also spoke about how some corporate volunteering programs could be a drain on their organisational resources, inadvertently reducing their organisational capacity:

It's costing us money if we have to dedicate somebody to be involved with that corporate and organise volunteering opportunities. It just becomes no value for us really to do it. (India, VIO representative)

Rather than acquiring cause champions that get behind their program objectives and bring an influx of skills to their organisation, these volunteer-involving organisations were tasked with the challenge of motivating and managing disengaged volunteers:

They just come along to fulfil their CSR requirements. They don't do anything and don't really want to be there. They don't participate much. They just like having the late start and early finish and getting a tick next to their name that they attended. (Sophie, VIO representative)

Others faced challenges in dealing with volunteer-providing organisations that were more interested in gaining publicity for their own organisation than proving benefit to the community:

The woman I spoke with, she just had no idea. She wanted to bring over balloons for the kids because they're branded. You're going to be going into schools and you want to take over balloons because that's going to look like a cute little marketing photo for you guys, but really what you're doing is you're bringing over a very, very, very short-term bit of enjoyment with an environmental impact. (Bethany, VIO representative)

Volunteer-providing organisations focused on creating CSR spin-off were described as “quick to impose their ways” (Ruth, VIO representative) and “let egos get in the way” (Myra, VIO representative), demanding events to be available at times and places convenient for them, bringing smaller or larger numbers of volunteers than originally agreed upon or failing to adapt to the context of the volunteer-involving organisation. These volunteers and their organisations acted as ‘cause opponents’, with their actions making it more difficult for volunteer-involving organisations to achieve their goals by redirecting attention to their needs over those of the community. Experiences such as these reduced the capacity of the volunteer-involving organisation.

A unique contribution of my research is that it points to the capacity benefits realised by volunteer-involving organisations when corporate volunteers give their ‘voice’ as cause champions for the volunteer-involving organisation. Cause champions is a term I have adopted from my participants to describe volunteers who are highly engaged with the volunteer-involving organisation’s cause, freely engaging in what can be regarded as “affective labour” (Hardt, 1999) intended to build enthusiasm with the volunteer-involving organisation and their cause among others in their social network and through this ‘labour’ creating a sustainable pipeline of support for the volunteer-involving organisation in the future. I explore cause

championing behaviours, and their importance for volunteer-involving organisations in greater detail in the next phase of the research.

3.2.1.4 Section Summary – Maximising Value for All Three Stakeholders

I found that corporate volunteering produced value for employee volunteers and volunteer-providing organisations to varying degrees. While almost all volunteers in the study reported that their participation in corporate volunteering resulted in a renewed sense of perspective, only some felt that it provided an opportunity to deepen work-related skills and fewer still felt they could leverage these newly developed skills to improve their work performance or career prospects. Similarly, while most participants felt grateful to their organisation for the opportunity to volunteer during work time, only a minority reported that these efforts increased their intention to stay with their employer. Reports of undesirable outcomes such as career stagnation or turnover remained low, with only a handful of participants reporting such outcomes.

I found that corporate volunteering frequently fails to produce value for volunteer-involving organisations. While all volunteer-involving organisations in my study hoped to turn their corporate volunteers into ‘cause champions’ for their organisation, less than half felt satisfied with their ability to foster sustained volunteer support and advocacy in a way that enhanced their organisational capacity. Sadly, most volunteer-involving organisations reported that they often waste organisational resources facilitating corporate volunteering programs and many were trying to determine how they can derive greater value from their involvement in corporate volunteering.

This section has shown that there are varying degrees of value to be gained through corporate volunteering for all three stakeholders. The research illustrates, through its tripartite approach, that the value isn't equally distributed across all three stakeholders and that much of that value remains unrealised, especially for the volunteer-involving organisation. By further investigating how to design programs to achieve career progression, staff retention and the development of cause champions, there remains an opportunity to maximise the value that can be achieved by corporate volunteering for employee volunteers, volunteer-providing organisations and volunteer-involving organisations.

3.2.2 DESIGN FEATURES OF EFFECTIVE CORPORATE VOLUNTEERING PROGRAMS

The qualitative research also identified how the outcomes discussed above were influenced by features of program design, including the kind of tasks being performed, and the organisational policies and practices around corporate volunteering. My analysis of the qualitative data identified three key dimensions of program design: temporal, developmental and relational. These dimensions of 'enriched' corporate volunteering programs are summarised in **Table 3.2.1** and explored in further detail below.

Table 3.2.1

Dimensions of enriched corporate volunteering programs

Temporal dimensions	<ul style="list-style-type: none"> • Opportunities for regular volunteer participation. • Opportunities for sustained volunteer participation. • Opportunities for ongoing relationship between the volunteer-providing and volunteering-involving organisation.
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Developmental dimensions	<ul style="list-style-type: none"> • Opportunities to utilise professional skills while volunteering. • Opportunities to develop new skills while volunteering. • Opportunities to integrate new skills in the workplace.
Relational dimensions	<ul style="list-style-type: none"> • Opportunities to connect with someone or something other than the self. • Opportunities to make a positive difference to someone or something other than the self.

3.2.2.1 The Temporal Dimensions of Program Design

Participants talked about the importance of ‘temporal’ dimensions for achieving beneficial outcomes for all three stakeholders. Temporal dimensions of program design included the length of the volunteer program itself, as well as the length of relationship between the volunteer-providing and volunteer-involving organisation, which provided opportunities for regular volunteer participation over time. Volunteers often lamented being “time constrained” and not being able to participate in corporate volunteering “nearly as often as [they] would like” (Malik, corporate volunteer). Although long-term programs were seen as more “challenging” (Claudia, VIO representative) and “complicated” (Uma, VPO representative) to organise and resource than one-off programs, these opportunities for long-term participation were seen by organisations as crucial to “get the most out of one another” (Sophie, VIO representative) and ensure that volunteering is “more of a two-way process” (Lucas, VPO representative).

Long-term participation provided volunteers with in-depth immersion into a problem and an opportunity for deeper reflection:

We had a corporate volunteer working with a social enterprise providing digitisation services to try and identify areas across our business that could benefit from going digital. It took her like a year – she must have had 30 or 40 meetings – to learn how to navigate the organisation internally just to get stuff done. She got a real appreciation of what it must be like for a customer. (Saskia, VPO representative)

The intensive nature of these experiences facilitated the development of new perspectives, skills, and social networks, thus enhancing the professional benefits of volunteer participation. This links to previous research which has found that the likelihood of benefits (such as skill development and social capital growth) increases with time spent volunteering (Booth et al., 2009; Muthuri et al., 2009).

Furthermore, volunteer-providing organisations offering opportunities for long-term or ongoing engagement were seen by employees as signalling a deeper commitment to volunteering:

We have dedicated volunteer leave, in the same way as we have annual leave or sick leave. Everyone is encouraged to volunteer. There are always opportunities being posted in our internal chatter feed. There are several ongoing programs you can get involved in. I guess without having all that encouragement, I would have been asking myself what's the catch. (Noah, corporate volunteer).

As Noah describes above, without opportunities for long-term involvement, employees are likely to question their organisation's motives for offering corporate volunteering, undermining

the positive impact of volunteer participation on the psychological attachment between employee and employer. This is a novel finding as much previous research has not considered the relationship between the extent of corporate volunteering participation and employee retention rates, nor the impact of employee perceptions on this relationship.

Perhaps not surprisingly, volunteer-involving organisations appear to have the most to gain from long-term corporate volunteering partnerships. Given the scope and scale of the challenges that they face every day, “progress, in many cases, is incredibly slow” (Malik, corporate volunteer). There was a strong sense of frustration among participants about the lost opportunity inherent in short-term programs:

For a volunteer to come in here for two days over a year isn't helpful. If you have two days of an accountant's time, what are you going to do with it? You can brief them on the project, and they can do a day and a half on something... You kind of think - just give us the money. (India, VIO representative)

Instead, representatives from volunteer-involving organisations expressed a desire for building long-term relationships:

It [an ideal program] would have regular corporates. It would be building a personal connection with an organisation that each year did one or two things. (Sophie, VIO representative)

In line with previous research (Boccalandro, 2009; Grant, 2012), I found that given the high up-front investment in onboarding and training volunteers, enhancing the capacity of

volunteer-involving organisations requires long-term participation which promotes the acquisition of corporate expertise. I make a further contribution by demonstrating how ongoing participation also deepens relationships and is thus a crucial for the development of cause champions.

In sum, my findings suggest that temporal dimensions of programs, defined by opportunities for long-term, regular volunteer participation, enhance the benefits of corporate volunteering for all three stakeholders. However other researchers have hypothesised that this might not be the case – suggesting that spending significant time away from the organisation may signal that the volunteer is not serious about commercial work – resulting in career costs and making volunteers more likely to leave (Bode, 2015). Given the scarcity of research that has examined the effect of the *extent* of volunteer participation on the outcomes of corporate volunteering, I examine these temporal dimensions in greater detail in the quantitative phase of the research.

3.2.2.2 The Developmental Dimensions of Program Design

I also identified that ‘developmental’ dimensions of programs help to maximise the benefits of corporate volunteering for all three stakeholders. Developmental dimensions include opportunities for volunteers to utilise their existing skills while volunteering, develop new skills through their participation and transfer those new skills back to work. Not all corporate volunteering programs were developmental in nature. Most of my respondents (89%) had at some stage participated in unskilled volunteer engagements designed to give them “a bit of a break from work and the chance to do something more fun and physical” (Norah, VPO representative). While most volunteers enjoyed the break from their daily work routines, volunteers who had opportunities to use and further refine their skills through volunteering found the experience more meaningful:

I prefer to do something where I know that I'm making a significant difference, because I'm skilled in doing it. (Myra, corporate volunteer)

The feedback we get is that some people are quite happy, they want to do a team day and they'll want to do some unskilled volunteering, but the ones that get to do the skilled volunteering just value it infinitely more. Why wouldn't you want to use your time and use your skills at the same time to have a greater impact? (Saskia, VPO representative)

In addition to feeling like they maximised their contribution to the volunteer-involving organisations, volunteers reported personal gains from utilising their skills while volunteering. For Danna, a finance professional who volunteered internationally for a two-week period, helping a not-for-profit agency set up and train staff in new accounting systems, “it was rewarding because it was applying the skills I’d learnt over a long, long time into a small, niche kind of organisation”. Danna reflects on how adapting her skills to a foreign environment contributed to a sense of achievement:

You obviously feel good because you’re helping other people, but you also feel good about yourself. Sometimes you can feel like, oh the skills I have only work in this job but when you go outside [to volunteer] you realise, wow, I know so much that could help people. You see yourself in a different light when you’re out of your normal environment. (Danna, corporate volunteer)

Danna is describing a sense of satisfaction that is centred on the recognition that her ‘corporate skillset’ can be used for an altruistic purpose and the impact this has on her sense of self. The

finding that volunteers prefer to engage their professional skills while volunteering challenges recent research that found that employees are averse to the formalisation of volunteering through an instrumental 'skills' agenda (Cook & Burchell, 2018) and are fearful of cheapening their work-related skills by performing them without pay (Steimel, 2018). To the contrary, I found that the ability to utilise their skills while volunteering was welcomed by volunteers because it meant their volunteering was likely to have more impact, helping to fulfil their altruistic motives.

The opportunity for volunteers to bring their professional skills to volunteering was also seen as a deeper form of contribution by volunteer-involving organisations:

Skilled volunteering, it's a lot more targeted because you've got people whose job is to do that particular thing. Once they've been given a clear brief, they get on with it and do it. Whereas, if you've got people who aren't necessarily skilled in doing that thing then it's all about making sure that they're motivated and on the right track. So, from a charity perspective the skilled volunteering tends to be more beneficial in general.
(Ethan, VIO representative)

Rather than these skilled volunteers being seen as a threat to the staff of the volunteer-involving organisations (Roza et al., 2017), I found that the opportunity to draw on the professional skills of corporate volunteers was welcomed by volunteer-involving organisations in my study allowing operational benefits to be realised by the sector through the sharing of specialised skills.

Additionally, employee volunteers and representatives from volunteer-providing organisations stressed the importance of programs being designed as “more of a two-way process” (Lucas, VPO representative), where they are transferring skills to the volunteer-involving organisation whilst simultaneously refining and developing skills themselves:

The individual's got to feel like they're getting something personally out of it. That they've learnt something. That it challenged them in some way. (Vinh, corporate volunteer)

As much as participants in my study wanted to share their skillset with the volunteer-involving organisations, there was also an aspiration for the experience to develop the skills of corporate volunteers in the process. While some research had found that volunteers feel defensive when others imply that volunteering can be an avenue for skill development because it infers an instrumental agenda (Shantz & Dempsey-Brench, 2021), my respondents particularly valued experiences where they could learn and develop their skills. As was discussed earlier in the chapter, these developmental experiences were seen as having the benefit of enhancing volunteers career progression, whether within or beyond their organisation.

In addition, volunteer programs providing opportunities for volunteer skill development could be used to justify the strategic nature of corporate volunteering. A major challenge for volunteer coordinators in volunteer-providing organisations was conveying the business benefits of corporate volunteering across the wider organisation:

The biggest challenge for us is justifying why [corporate volunteering] is a good investment. Especially in difficult times, people might find it nerve wrecking to justify why they should take time away from doing core business. (Mia, VPO representative)

Without clear messaging as to the business benefits of corporate volunteering, some volunteers may be at risk of facing career penalties because of their participation. Skills-based programs, characterised by opportunities for volunteers to utilise and develop their professional skills were seen as avenue through which organisations can change this discourse:

By recognising it [corporate volunteering] officially through the HR learning and development systems, we can be sure that when a skilled volunteer comes to their manager to talk about an opportunity they've seen, its 100 percent supported, endorsed and resourced. The skills component helps break down perceptions around volunteering being a one-way, one-day thing and turns it into this fantastic kind of mutually beneficial arrangement. (Saskia, VPO representative)

Boccalandro (2010) argues that corporate volunteering programs that have a clear skills-based component more effectively shift the focus to shared value between sectors rather than being seen as one-off acts of corporate altruism. My findings support this argument, showing that designing programs to allow for skill development and utilisation can benefit the community though greater program impact while being seen to be strategically aligned with the volunteer-providing organisation.

For these community and strategic benefits to be realised, however, my findings indicate that organisational structures and systems need to be in place to ensure the transfer of skills:

The key consideration with skills-based volunteering is the impact it has on the person and how you manage that upon their return. I don't think we do that very well. I think there's a more we can do to prepare people for their return. (Lucas, VPO representative)

Participants recognised that volunteer-providing organisations had an important role to play in facilitating the integration of learning back into the workplace:

We try to schedule a discussion upon their return – often through a webinar where they discuss the learnings and how they can use these in their jobs. We're also currently working on a e-learning module for their managers so they can play an active role in their assimilation. (Saskia, VPO representative)

These findings indicate that corporate volunteering programs can act as a form of employee 'training.', Congruent with the transfer of training literature, the research suggests that organisations play an important part in helping employees to transfer learning from volunteering to the workplace (Baldwin & Ford, 1988; Blume et al., 2019). My findings thus extend previous research on program design by going beyond a focus on the design features of the volunteer program itself and highlighting the way that the systems and structures of the volunteer-providing organisation also influence the outcomes that are achieved.

In sum, my research shows that corporate volunteering with enriched developmental dimensions offers significant benefits for volunteers in terms of skill development and career progression; volunteer-providing organisations in terms of strategic alignment and human resource development, and volunteer-involving organisations in terms of resource acquisition

and improved service delivery. I explore the impact of key developmental dimensions (i.e., opportunities for skill development while volunteering and opportunities for skill transfer back to work) on volunteers' career progression in the quantitative study.

3.2.2.3 The Relational Dimensions of Program Design

The final dimension identified as an important aspect of program design is the relational dimension, which reflects the ways in which the program fosters a sense of connection to something greater than the self by providing opportunities to interact with and make a positive impact on others.

Stronger social connections could be made by volunteers connecting with staff from the volunteer-involving organisation and/or through strengthened connections with colleagues from their own workplace. Social connections made in the volunteer-involving organisation allowed the volunteers to connect with people they might not normally encounter and to make a positive impact:

They are learning about what development needs are and how to contribute in a helpful way and not just in a way that makes you feel good because it's fluffy, you know. What I would do is help to guide that process and facilitate that process. (Bethany, VIO representative)

Participants described how opportunities for in-depth social interaction (relational dimension) also enhanced the learning benefits of the volunteer experience (developmental dimension),

providing the means through which corporate volunteering contributed to skill acquisition for all three stakeholders:

I really enjoy the mingling with the guys over there, trying to pass on my knowledge and getting them to pass on theirs. The last project we did, we had to put a report together. It was all about taking them on the journey with me and getting them involved.

(Malik, corporate volunteer)

This relationship between the developmental and relational aspects of volunteer programs is supported by previous research highlighting the role of high-quality interactions in enabling cross-sector learning (Glińska-Neweś & Górka, 2020; Muthuri et al., 2009; Samuel et al., 2016).

Volunteers also talked about how corporate volunteering allowed them to interact with their colleagues and learn more about each other. By providing opportunities for employees to reveal parts of themselves that don't normally have a place in a formal, professional environment:

I think I'm a bit more relaxed when I volunteer. I think I like it because no one knows what position you have so you can just get in and do anything and no one treats you any differently, which is great. I'm probably more in touch with my natural way of being. I'm giving them information but I'm not dictating how things have to happen. In the workplace I have to be much tougher in the way I operate. It's a tougher gig. (Danna, corporate volunteer)

This opportunity to disrupt the organisational hierarchy and build friendships with people at all levels of the organisation was particularly important for building a values-based organisational culture at the volunteer-providing organisation.

Corporate volunteering programs which offered opportunities to meet new people and build meaningful relationships had the added benefit of connecting volunteers to the bigger purpose behind their volunteering efforts:

Volunteering has got to be about interacting with the residents in the hospital. We're quite focused on that. It's not everyone's cup of tea. There can be some very challenging behaviours and some people may not necessarily be comfortable with that. However, the ones that engage, they really feel that they've made a difference. (Ruth, VIO representative)

This is aligned with Grant's proposition that through beneficiary contact, people can 'see' the tangible impacts that the volunteering has on a person, which amplifies the perceived meaningfulness of their actions (Grant, 2007; 2012).

Indeed, in line with previous research (Geroy et al., 2000; Pajo & Lee, 2011; Pelosa & Hassay, 2006), I found that employee volunteers are largely motivated by a desire to meaningfully contribute to someone or something larger than the self:

I think it's important for me to feel like I'm having an impact, that I'm contributing to something bigger than my own priorities, giving back, as generic as that sounds. (Jacob, corporate volunteer)

Other volunteers also expressed the aspiration to have “something to show for their time” (Janna, corporate volunteer) and to “see the impact of what [they’ve] done” (Abigail, corporate volunteer). Perceiving that their efforts made an impactful contribution allowed employees to act on their altruistic motives, leading to a sense of purpose and motivation to continue their volunteer participation:

Going on the trip helped me to understand the difference that I can make, which I think changed my attitude towards (the volunteer-involving organisation) and what I donated to them. I joined as a board member. I also like to talk about it [the volunteering] with people and talk about the work that they’re doing and find support for those sorts of things. (Danna, corporate volunteer)

When their volunteering experiences affirmed the value that they hoping to make, employee volunteers were motivated to sustain their participation and engage in cause championing behaviours. This supports Grant’s (2007) claim that personal interaction will increase volunteer commitment to the beneficiaries. My research further demonstrates that this deepened commitment to the beneficiaries also improves the quality of volunteers’ contribution to the volunteer-involving organisation.

In contrast, volunteer experiences which lacked opportunities to connect and contribute to broader society resulted in feelings of futility:

It was very much just a case of them saying well, get to it, we need you to clean. So, everyone chose a room individually that they then cleaned up. I felt slightly defeated

by the knowledge that I was tidying up rooms that they said would then be messy again in two days and they'd need another group in. (Phoebe, corporate volunteer)

It would have been great if they'd told us what they were about as a charity, and how we were there to really solve problems for them. It just would have been so much more meaningful, but it was here's the safety video, go pack this stuff over there and at the end of that day we had to go around looking for the person to say, I think we're finished? (Moshe, corporate volunteer)

Phoebe insisted that she “wouldn’t recommend the experience to [her] friends unless [she] disliked them” and Moshe concluded that he “volunteered once, and never went back because it wasn't meaningful or engaging enough”. It is apparent that when volunteers did not feel well utilised by the volunteer-involving organisation, they were unlikely to sustain their volunteering or become champions for the volunteer-involving organisation.

Additionally, these volunteers were more likely to perceive that their employer’s commitment to corporate volunteering was superficial and for show. Moshe supposed that his organisation was putting in minimal effort as a “box ticking exercise” and Phoebe believed that her organisation was offering corporate volunteering simply “because they have to”. Feeling unable to meaningfully contribute through corporate volunteering, these volunteers were more likely to look for other opportunities outside of their organisation to have their altruistic motives met. Indeed, both Phoebe and Moshe had left their employers at the time of interview.

Muthuri and colleagues (2009) argued that social networks are a key factor in the success of corporate volunteering as social capital is more likely to be generated by programs that

facilitate social interaction, bonding, and cooperation among actors. To this effect, my findings demonstrate the benefits of embedding volunteer work into interpersonal relationships (Grant, 2007; Oldham & Fried, 2016) by demonstrating how relational dimensions of programs influence outcomes for the volunteer through personal development, the volunteer-providing organisation through an enhanced organisational culture and the volunteer-involving organisation through an enhanced reputation through the efforts of cause champions.

3.2.3 SUMMARY OF KEY FINDINGS FROM THE QUALITATIVE RESEARCH

The qualitative research found that corporate volunteering programs can create value for all stakeholders – some volunteers progress in their careers, express intentions to stay with their employers and champion for the cause of the volunteer-involving organisation. However, the programs can also destroy value, resulting in career stagnation, employee turnover and volunteers becoming ‘opponents’ to the volunteer-involving organisation. Comparing desirable and undesirable experiences with corporate volunteering led me to identify how differences in the way a corporate volunteer program is *perceived* and *designed* impacts on the outcomes that are achieved by corporate volunteering.

The qualitative research found that the relationship between volunteer participation and program outcomes is influenced by stakeholder *perceptions*. For volunteering to have professional benefits for volunteers, supervisors should perceive that it will develop work-related skills and not simply present an escape from work. For volunteering to have cultural benefits for volunteer-providing organisations, employees should perceive it as an act of altruism rather than a form of ‘white washing.’ Finally, for volunteering to result in capacity benefits for volunteer-involving organisations, it is important for volunteers to perceive it as

an opportunity to act on their values rather than an obligatory chore as their lack of enthusiasm can inadvertently drain the capacity of the volunteer-involving organisation.

The research also suggests that the relationship between volunteer participation and program outcomes is influenced by program *design*. Specifically, the research showed the importance of the temporal, developmental and relational dimensions of corporate volunteering in realising beneficial outcomes for all three stakeholders. The effect of these three dimensions enhanced career progression of corporate volunteers by facilitating the development of new skills and relationships through in-depth immersion. The three dimensions of program design were also seen to deepen employee attachment to the volunteer-providing organisation by signalling a deeper organisational commitment to volunteering. Finally, together they promoted the acquisition of corporate resources and the development of cause champions for the volunteer-involving organisation.

PHASE TWO

4 QUANTITATIVE INVESTIGATION

The previous chapter presented the qualitative study. It identified the benefits and challenges of corporate volunteering for all three stakeholders and proposed that the way that corporate volunteer programs are *perceived* and *designed* are two key groups of characteristics that impact on their effectiveness. This chapter presents Phase Two – the quantitative research study. By translating findings from the qualitative research into specific hypotheses, this section examines these relationships using a sophisticated quantitative research design, allowing for ‘data triangulation’ which enhances the analytical ‘richness’ of the conclusions being drawn (Fielding, 2012; Jick, 1979). **Section 4.1** is an introduction that highlights how the findings of the qualitative research informed the development of the models and hypotheses that I test in the quantitative research. **Section 4.2** presents the hypothesis development for the quantitative study, drawing on findings from the qualitative study and existing theoretical perspectives and literature streams to develop three models examining *whether*, *how* and *when* corporate volunteering participation results in desirable outcomes for all three stakeholders: career progression for employee volunteers, employee retention for volunteer-providing organisations and cause champions for volunteer-involving organisations. **Section 4.3** outlines the quantitative research methodology. **Section 4.4** presents the quantitative research results and **Section 4.5** is a brief discussion and chapter summary.

SECTION 4.1

PRELUDE TO CHAPTER FOUR:

TRANSLATING THE QUAL TO THE QUANT

My qualitative research found evidence to support previous findings suggesting that sustained volunteer participation is a key element of effective corporate volunteering (Booth et al., 2009; Grant, 2012; Muthuri et al., 2009). The findings in the previous chapter indicate that temporal dimensions of programs (i.e., opportunities for regular and longer-term volunteer participation) are important in realising the benefits of corporate volunteering for all three stakeholders. Longer-term volunteer participation was seen to enhance the career progression of corporate volunteers by facilitating the development of new perspectives, skills, and relationships through in-depth immersion. It was also seen to improve employee retention at the volunteer-providing organisation by signalling a deeper organisational commitment to volunteering. Finally, it was seen to promote the acquisition of corporate resources and the development of cause champions for the volunteer-involving organisation. To further examine the impact of the *extent* of corporate volunteering participation on the outcomes achieved by all three stakeholders, the quantitative research examines the impact of sustained volunteer participation (i.e., the number of corporate volunteering programs a volunteer has participated in with the same volunteer-involving organisation) on program outcomes.

However, the qualitative research indicates that the relationship between sustained volunteer participation and volunteer outcomes is likely to depend on some of the key characteristics of the corporate volunteering experience. This includes how various stakeholders perceive the purpose of the corporate volunteering program, which influences their motives for participation and the attributions that they make about other stakeholders' motives. It also includes dimensions of program design, such as opportunities for skill utilisation and development (developmental dimension), and opportunities to have a positive impact on someone or something other than oneself (relational dimension). The qualitative research thus highlighted several critical features that should be included as potential 'boundary conditions' or

‘moderators’ when investigating the link between volunteer participation and outcomes. I briefly introduce the boundary conditions that I will be examining in the quantitative research below.

Section 4.2.1 delves deeper into the relationship between volunteer participation and career progression for employee volunteers. Drawing on career capital theory (Inkson & Arthur, 2001), this section examines two complementary paths through which corporate volunteering might promote career progression. The first potential pathway suggests that the relationship between volunteer participation and career progression can be attributed to employee proactive work behaviour, a ‘knowing-how’ form of career capital. The second potential pathways suggests that the relationship between volunteer participation and career progression can be explained by increased reward recommendations from employee volunteers’ workplace supervisors, a ‘knowing-whom’ form of career capital.

The qualitative study found that volunteer participation was seen to improve leadership capacity when volunteers had opportunities to develop skills while volunteering and a work environment that facilitates the integration of those skills back to work. This suggests that whether the benefits of corporate volunteering translate into career progression depends on ‘developmental’ dimensions that promote learning new skills and bringing them to the job. To examine this in greater detail, I investigate the influence of skill development while volunteering and the autonomy the volunteer has in their job as potential moderating influences on the relationship between volunteer participation and career progression through proactive work behaviour.

The qualitative research also identified the importance of workplace supervisors' perceptions (or attributions) of the motives the subordinate has for participating as a volunteer. While some employees in my qualitative study were able to build a "better resume" (Jacob, corporate volunteer) for themselves within their organisation by signalling to supervisors that they were 'willing to go the extra mile', others reported that being a volunteer harmed their reputation because it was perceived as "not pulling their weight" at work (Norah, VPO representative). To further examine the role of supervisor perceptions, I also investigate supervisor attributions of volunteer motives as potential moderating influences on the relationship between volunteer participation and career progression through the supervisor reward recommendations pathway.

Section 4.2.2 investigates central themes identified in the qualitative research about the benefits and challenges of corporate volunteering for volunteer-providing organisations. The qualitative research found that employee perceptions of their organisations' motives and 'relational' dimensions, particularly the ability to interact with and positively impact the beneficiaries they were serving, played an important role in employees' psychological attachment to their organisation. Instances where programs were seen as a form of lip service or impression management by the volunteer-providing organisation and not making a positive social impact on volunteering recipients or the volunteer-involving organisation drove volunteers to look for work in other organisations.

Drawing on these findings, I examine whether volunteer participation reduces employee turnover and whether the degree to which employees define themselves as a member of an organisation (organisational identification; Ashforth & Mael, 1989) helps to explain this association. In this section I draw on the social judgements' literature (Cuddy, Glick & Beninger, 2011), to examine the boundary conditions of this pathway by investigating whether

it depends on the attributions that corporate volunteers make about organisational motives and the extent to which they anticipate making a prosocial impact on others through their participation as a volunteer.

Finally, Section 4.2.3 explores key ideas identified in the qualitative research regarding the benefits and challenges of corporate volunteering for volunteer-involving organisations. Respondents from volunteer-involving organisations were hoping that individuals would sustain their participation and become cause champions - “people who rave about who you are and what you do” (Bethany, VIO representative). The qualitative research found that volunteers that were able to make the choice to volunteer autonomously were more likely than those that felt pressured to volunteer to sustain their participation and become cause champions for the volunteer-involving organisation. Drawing on volunteer role identity and self-determination theories (Grube & Piliavin, 2000; Gagné & Deci, 2005), I thus examine whether volunteer participation leads to future volunteer intentions and cause championing behaviours through stronger identification with the volunteer role and whether these relationships depend on volunteer motives. In the section below, I elaborate on this theorising and present a series of hypotheses that represent my three research models.

SECTION 4.2

QUANTITATIVE HYPOTHESIS DEVELOPMENT

4.2.1 CORPORATE VOLUNTEERING PARTICIPATION AND VOLUNTEER CAREER PROGRESSION

Drawing on career capital (Inkson & Arthur, 2001) and conservation of resources (COR; Hobfoll, 1988; 1989) theories, Section 4.2.1 investigates the impact of corporate volunteering on volunteer career progression. In line with the findings from Phase I (the qualitative study), several scholars have put forward arguments in support of the professional benefits that employees can gain from their participation in corporate volunteering (Fleisher et al., 2015; Muthuri et al., 2009). These arguments suggest that participation in corporate volunteering can facilitate the accumulation of ‘career capital’ likely to increase chances of career advancement (Fleisher et al., 2015). This career capital includes ‘knowing-how’ assets such knowledge, skills, and expertise, and ‘knowing-whom’ assets such as attachments, relationships, and reputation (Inkson & Arthur, 2001).

The conservation of resources (COR) theory proposes that individuals are innately motivated to gain and preserve ‘resources’ which they need for survival, pleasure and success (Hobfoll, 1988; 1989). Individuals use these ‘resources’ to respond to challenges and they strive to build a reservoir of resources for times of future need (Hobfoll, Halbesleben, Neveu & Westman, 2018). Resources are any material or immaterial characteristics or conditions that help an individual achieve their goals (Hobfoll, 1988). COR theory would thus hold that among commonly valued resources, career capital assets are particularly useful for the achievement of goals at work.

Conceptualising career capital as a significant work resource that builds while participating in corporate volunteering, this section of the thesis examines two plausible explanations for the

relationship between corporate volunteering and career progression – a ‘knowing-how’ explanation whereby the relationship is driven by increased employee proactive work behaviour – and a ‘knowing-whom’ explanation, whereby the relationship is driven by increased reward recommendations from workplace supervisors. Both of these forms of career capital are expected to raise the ‘resource reservoir’ that individuals can draw on to help them progress in their careers (Hobfoll et al., 2018)

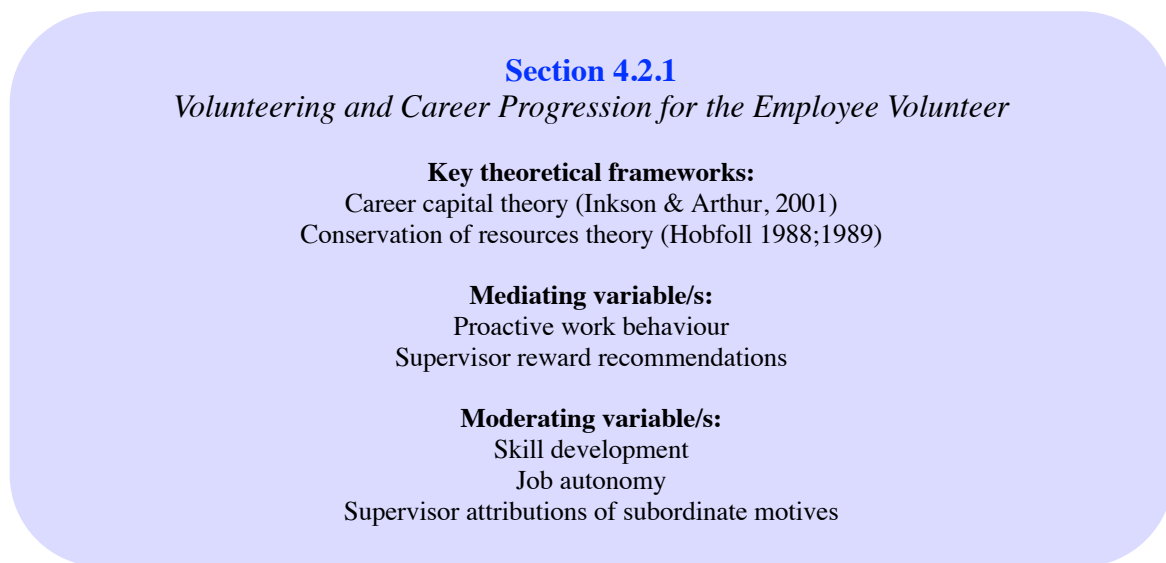
First, I examine the possibility that the relationship between volunteer participation and career progression can be explained by increased proactive work behaviour. I argue that by displaying and practicing proactive behaviours during the volunteering program, corporate volunteers may be motivated to strengthen their own proactive work behaviours, thus demonstrating greater initiative in work situations, an essential ‘knowing-how’ career resource they need for career progression. Furthermore, I examine whether the relationship between volunteer participation and career progression changes depending on the extent of skill development from the volunteering or job autonomy back at work.

Second, I investigate whether the relationship between volunteer participation and career progression can be explained by increased supervisor reward recommendation decisions, including whether to prioritise an employee for high profile projects, salary increases or promotion. I propose that these types of reward recommendations may be an important means through which supervisors recognise volunteer participation, providing volunteers with an essential ‘knowing whom’ career resource that they need for career progression. I then examine whether this relationship changes depending on the attributions that supervisors make about employee motives for volunteering (and whether they are seen to be development motivated or

escapism motivated). A visual representation of the approach taken in this section is represented in **Figure 4.1** below.

Figure 4.1

A visual representation of the investigation into the relationship between corporate volunteering participation and volunteer career progression



4.2.1.1 The impact of corporate volunteering on volunteer career progression through changes in proactive work behaviour

There is reason to believe that corporate volunteering increases the ‘know-how’ career capital of those who choose to participate. Previous research shows that perceptions of learning and development are some of the most cited benefits of participation in corporate volunteering (Booth et al., 2009; Jones, 2016; Pelozo & Hassay, 2006; Peterson, 2004) and that corporate volunteering programs play a key role in some organisations’ leadership development processes (Caligiuri et al., 2019; Caligiuri et al., 2013; Pless et al., 2011). Furthermore, research has generally found a positive relationship between corporate volunteering participation and

in-role (i.e., core task) and extra-role (i.e., organisational citizenship) work performance (de Gilder et al., 2005; Jones, 2010; Rodell, 2013). However, notwithstanding the theoretical link established between corporate volunteer participation and career progression through the accumulation of resources, in this case career capital assets, research has not yet empirically tested these relationships.

The mediating effect of changes in proactive work behaviour

I examine the role proactive work behaviour plays as one form of ‘career capital,’ a resource that mediates the relationship between participation in corporate volunteering and volunteer career progression. I define proactive work behaviour as all anticipatory actions to take control of and bring about change within one’s job role (Griffin, Neal & Parker, 2007). The core of proactive behaviour includes: an *action focus* – taking anticipatory action instead of passively reacting to situations; *change focus* – initiating change instead of waiting for it to occur; and *future focus* – focusing on prospective opportunities and threats (Parker & Collins, 2010). While research has yet to establish a link between corporate volunteer participation and proactive work behaviour, findings from Phase I (the qualitative study) suggest that volunteers generally perceive corporate volunteering as an experience that allows them to accumulate the resources necessary to ‘forge ahead’ in their careers. This belief was evident among many of the volunteers that participated in the qualitative research, for example, Noah, who said: “...it means that when I want to progress my career, I will have a better perspective...which means I will be able to increase my leadership skills”. Corporate managers also reinforced the view that the accumulation of this career capital has strategic human resource benefits for organisations, with some regarding corporate volunteering as “the future in leadership development” (Lucas, VPO representative). Considering these findings, I anticipate that the

link between volunteer participation and career progression is explained by increases in employee proactive work behaviour.

Organisational scholars have recognised that in today's employment environment, being proactive is a key resource leading to career progression and there is evidence of the positive effects of proactive work behaviour on measures of career success (for meta-analyses, see Fuller & Marler, 2009; Tornau & Frese, 2013). Proactive work behaviour signals that an individual has the drive and ability to take on more responsibilities than their job role requires (Seibert, Kraimer & Crant, 2001) and individuals who 'take charge' and 'make things happen' are seen to have leadership potential (Bateman & Crant, 1993; Dries & Pepermans, 2012). Furthermore, people who display high levels of initiative and make constructive changes to their environment are more likely to receive higher supervisor performance ratings (Van Scotter, Motowidlo & Cross, 2000), higher salaries (Seibert, Crant & Kraimer, 1999) and a greater number of promotions (Seibert et al., 2001) over time. For example, Seibert and colleagues (2001) found that proactive behaviours such as taking initiative, offering solutions to challenges, understanding organisational politics, and actively managing one's career (e.g., by seeking feedback) predict both objective (salary increases and promotions) and subjective (career satisfaction) career success.

In this research, the corporate volunteers participated in a program where they were mentors to students from low-socioeconomic status schools to assist them in developing the workplace skills needed to enter the labour market. In the words of 'Alicia', the CEO of ABCN, the volunteer-involving organisation that hosted the volunteers:

We facilitate mentoring programs around developing skills of the future, which are all about a sense of creation and empowerment. People are not going to have the same sort of very explicit careers in the future so it's all going to be much more up to us to create the future that we want to be a part of.

While the role of the corporate volunteers (or mentors) is to support their mentees to develop the skills required to be proactive in their careers, in providing such support, corporate volunteers are expected to experience career benefits themselves:

We find that a lot of people that participate in the mentoring program learn a lot of skills that they wouldn't necessarily have in their normal jobs. It gives them that 'out of the box' experience that they wouldn't otherwise have in their normal day-to-day work. It's important for our future leaders to have that experience. (Chiyo, VPO representative)

I thus argue that by displaying and practicing proactive behaviours through the mentoring process, mentors (corporate volunteers) may feel encouraged to experiment with new working methods back at work, strengthening their own proactive work behaviours, an essential resource they need for career progression.

As resources travel with one another in 'resource caravans', I argue that through their participation in corporate volunteering, employee volunteers become increasingly predisposed to ongoing resource gain cycles as with each gain still greater career resources become available (Hobfoll, 1988; 1989). Indeed, proactive work behaviour has been theorised to have a reciprocal relationship with resources, such that each fosters the other (Hyde, Casper &

Wayne, 2022). Drawing on COR theory (Hobfoll, 1988; 1989), I thus propose an ongoing, positive cycle between volunteer participation and career progression that occurs via an increase in proactive work behaviour.

Importantly, while proactive work behaviour reflects employee performance that lies beyond the fulfilment of formalised task requirements, traditionally promotion decisions have been largely based on how proficiently employees perform ‘core’ prescribed tasks (i.e., core task proficiency; Griffin et al., 2007; Podsakoff, Whiting, Podsakoff & Blume, 2009). Additionally, research on the impacts of extra-role performance (e.g., citizenship or proactive behaviours) on career outcomes has been critiqued for not including a measure of in-role work performance (Bergeron et al., 2018). Given the shared variance between the two types of performance, scholars have highlighted that without including a measure of in-role performance, it is difficult to distinguish the impact of extra-role behaviour on career outcomes (Bergeron et al., 2018). Given these best-practice recommendations, in my examination of the impact of proactive work behaviour on career progression, I also account for the proficiency with which employees perform their core job tasks (i.e., isolating the effect of proactive work behaviour over and above the effect of core task proficiency). I thus posit:

Hypothesis 1a-c: There is a positive relationship between (a) volunteer participation and proactive work behaviour and (b) between proactive work behaviour and career progression. (c) Proactive work behaviour partially mediates the relationship between volunteer participation and career progression, controlling for work proficiency.

The moderating effect of skill development from volunteering

There have been calls for research that enhances our understanding of how the resource gain process is impacted by external conditions (Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014; Hobfoll et al., 2018). Indeed, according to Hobfoll (2011; 2012), the ability of individuals to grow their resource reservoir is largely dependent on circumstances outside of their control. I argue that while participation in corporate volunteering may lead to career progression through increased proactive work behaviour, this relationship is likely to depend on employees' skill development during volunteering (Grant, 2012; Hu et al., 2016; McCallum et al., 2013).

According to Grant (2012), opportunities to stretch one's knowledge, skills, and abilities through volunteering will enhance the beneficial effects of volunteer program participation. I also found support for this idea in my qualitative research (Phase I), which highlighted that the ability to develop work-related skills and draw on these skills back at work was seen by volunteers as an important factor in corporate volunteering contributing to their career progression. Learning is important as research shows that the more volunteers perceive that they can acquire and stretch their skills through volunteering, the more they value their experience (Caligiuri et al., 2013) and the more successful they perceive themselves to be at work (Booth et al., 2009). Importantly, Hu and colleagues (2016) found that it is only when volunteers perceive that they learn new skills from their volunteering experiences that their participation leads to work performance improvements, as measured by HR performance evaluations six months post-volunteering.

Previous research has shown that even when they are exposed to the same volunteering program, not all volunteers perceive the program as a learning experience (Argote & Miron-Spektor, 2011; Caligiuri et al., 2013; Hu et al., 2016). For example, while two individuals may

participate in the same mentoring program, they may start at different skill levels or have different levels of motivation to develop their mentoring skills. Corporate volunteer programs are often used as an avenue for ‘training’ the workforce and borrowing from the transfer of training literature would suggest that volunteers who perceive the mentoring as having relevance and utility for their careers are far more likely to ‘transfer’ their new skills into the workplace than those who do not (Grossman & Salas, 2011). It follows that the more a volunteer participates in corporate volunteering, the more that they increase their motivation and ability to be proactive at work, if they have developed and honed their skills through the experience (Kraiger, Ford & Salas, 1993). I therefore suggest that participation in corporate volunteering is more likely to contribute to rather than detract from proactive work behaviour (and thus career progression) when employees perceive that they develop work-related skills in the process. I posit:

Hypothesis 2a: Skill development from volunteering moderates the relationship between volunteer participation and proactive work behaviour, such that the positive effect of volunteer participation on proactive work behaviour is stronger (enhanced) when skill development is high and weaker (dampened) when skill development is low.

Hypothesis 3a: Proactive work behaviour partially mediates the positive relationship between volunteer participation and career progression when skill development is high but not when it is low.

The moderating effect of job autonomy

The previous section focused on the role of skill development in the relationship between corporate volunteering and proactive work behaviour. However, the ability to develop skills

does not necessarily mean that an individual will be able to deploy them at work. According to Hobfoll (2011; 2012), organisations create ‘resource passageways,’ environmental conditions that either protect and enhance or impoverish and undermine the resources of individuals within the organisation. Consistent with the concept of ‘resource passageways’, some employees may find it easier to enact proactive behaviours in the workplace than others and proactivity might simply not be possible in some work environments. Indeed, for some participants in my qualitative research, re-entry after an extended period of volunteering was a difficult transition period of struggling to “maintain the new mindset back in the work environment” (Vashni, corporate volunteer). I propose that the positive influence of volunteer participation on proactive work behaviour will be more likely for employees with greater job autonomy. Job autonomy is defined as the opportunity that employees have for independence, discretion, and control in how they perform their work (Hackman & Oldham, 1976). Job autonomy is likely to influence whether volunteer participation translates to more proactive work behaviour by impacting on the opportunity volunteers have to enact new behaviours in the workplace (Burke & Hutchins, 2007; Clarke, 2002; Lim & Johnson, 2002).

Proactively responding in unpredictable circumstances can be enhanced by jobs that encourage change-orientated behaviours (Parker, Wang & Liao, 2019). As jobs with higher levels of autonomy tend to have fewer expectations as to how and when tasks should be performed and fewer negative consequences for deviating from those expectations, individuals have more opportunity to try new ways of accomplishing their work tasks (Mischel, 1977). Furthermore, individuals working in jobs with higher levels of autonomy are likely to be presented with fewer clear procedures or rules and less monitoring or close supervision, which suggest that there are multiple pathways to successfully performing in the job (Haaland & Christiansen, 2002). Finally, individuals with high job autonomy are likely to feel greater responsibility for

their work outcomes since their personal judgement is more likely to directly influence work outcomes (Bandura, 1991; Hackman & Oldham, 1976). I thus expect that in conditions of higher job autonomy, participation in corporate volunteering will facilitate employees proactive work behaviour.

In contrast, proactive responding can be made very difficult in environments where freedom of behaviour is restricted. Jobs with lower autonomy tend to have strict expectations as to how and when tasks should be performed and explicit consequences for deviating from those expectations, thus deterring individuals from exerting discretion over their behaviour (Mischel, 1977). Furthermore, jobs with lower autonomy are likely to have fewer cues that signal that personal initiative is acceptable (Haaland & Christiansen, 2002). Instead, individuals are likely to have their actions constrained by a variety of cues such as detailed rules and close supervision. This can be compounded by employees being less likely to feel responsibility for their work outcomes given the lower sense of control over their tasks (Bandura, 1991; Hackman & Oldham, 1976). Therefore, in conditions of lower job autonomy, participation in corporate volunteering is likely to play little or no role in the proactive work behaviour of employees.

In summary, I suggest that job autonomy moderates the relationship between corporate volunteering and proactive work behaviour, since proactive work behaviour is less likely to occur when the work design dictates that employees have little job autonomy. In support of my propositions, the literature generally suggests that when employees are allowed to control the way they do their work (autonomy), they display more proactive behaviour, and vice versa, when employees have low levels of job autonomy, they are less likely to be proactive (Den Hartog & Belschak, 2012; Fuller, Hester & Cox, 2010; McCormick, Guay, Colbert & Stewart,

2019). Drawing on COR theory, job autonomy could play the role of a ‘resource passageway’ that either mobilises or immobilises the resources available to individuals to progress in their careers (Hobfoll, 2011; 2012). It is therefore likely that job autonomy also moderates the strength of the mediation of proactive work behaviour for the relationship between corporate volunteering and career progression. I thus posit:

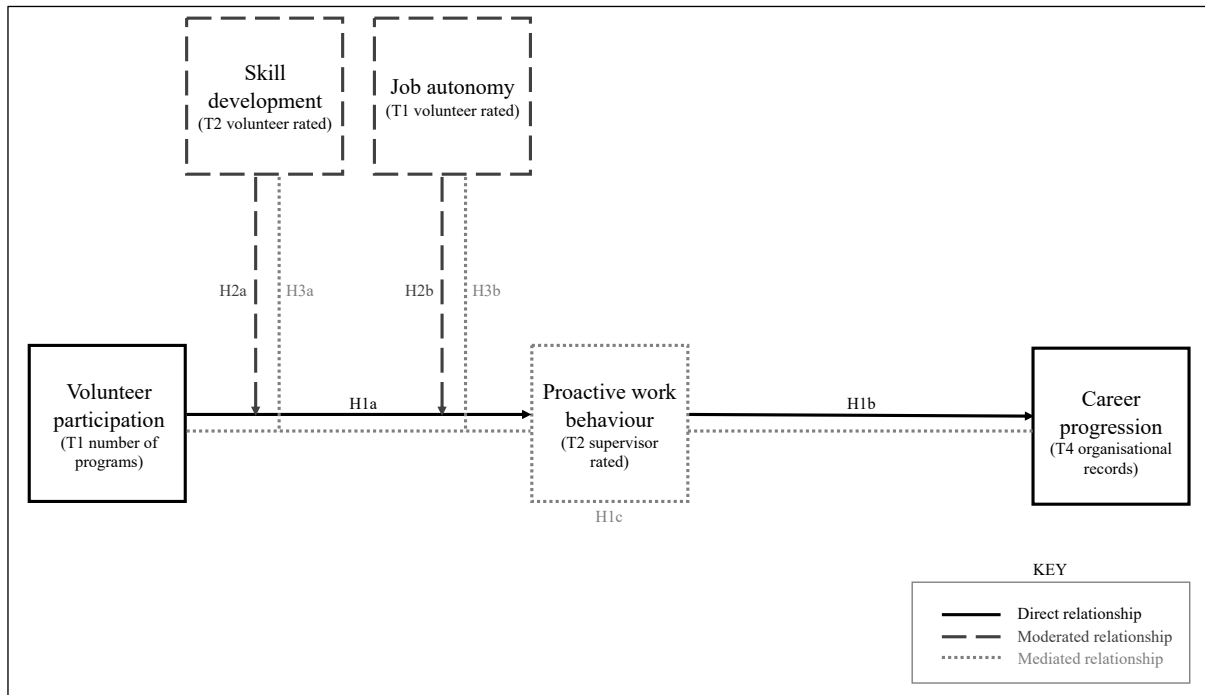
Hypothesis 2b: Job autonomy moderates the relationship between volunteer participation and proactive work behaviour, such that the positive effect of volunteer participation on proactive work behaviour is stronger (enhanced) when job autonomy is high and weaker (dampened) when job autonomy is low.

Hypothesis 3b: Proactive work behaviour partially mediates the positive relationship between volunteer participation and career progression when job autonomy is high but not when it is low.

I have presented the hypothesis development for the impact of corporate volunteering on career progression through changes in proactive work behaviour. The theoretical model for this section is summarised in **Figure 4.2** below.

Figure 4.2 (Theoretical Model 1A)

The impact of corporate volunteering on volunteer career progression through changes in proactive work behaviour



Note. T1 = pre-volunteering; T2 = post-volunteering; T4 = 12–24-month follow-up. The model controlled for role tenure, proactive work behaviour (T1) and core task proficiency (T1 + T2).

4.2.1.2 The impact of corporate volunteering on volunteer career progression through supervisor reward recommendations

While participation in corporate volunteering is expected to drive career progression through the accumulation of ‘knowing-how’ resources (i.e., employee proactive work behaviour), promotion decisions do not happen in a social vacuum and may be sensitive to how organisational members charged with making promotion decisions perceive an employee’s decision to participate in corporate volunteering (i.e., ‘knowing-whom’ resources). Supervisors can reward subordinates and recommend them for opportunities (reward recommendations)

and these decisions have an impact on subordinates' career, including whether they are prioritised for high profile projects, salary increases or promotion. Thus, whether participation in corporate volunteering is more likely to lead to career progression could depend on both the proactive work behaviours of employees and how decision makers (supervisors) evaluate the 'signal' that participation as a volunteer sends about the employee (Bills, 2003; Ferguson & Hasan, 2013). Supervisors can either reward or penalise employees who participate in corporate volunteering by allocating them, or, conversely, denying them rewards to support their career progression. I thus examine supervisor reward recommendations as an alternative form of 'career capital' that explains the relationship between corporate volunteering participation and career progression.

The mediating effect of supervisor reward recommendations

Research has generally found that prosocial behaviours in the workplace (e.g., organisational citizenship behaviours) are related to increased supervisor reward recommendations (Allen & Rush, 1998; Hui, Lam & Law, 2000; Van Scotter, Motowidlo & Cross, 2000; Yun, Takeuchi & Liu, 2007; for a review see Bergeron et al., 2018). For example, in a sample of managers from a variety of companies, Allen & Rush (1998) found that citizenship behaviour is positively related to supervisor reward recommendations due to increased positive affect towards the employee. Hui and colleagues (2000) found that both self-ratings and supervisor-ratings of citizenship related to promotions among bank employees. Both Van Scotter and colleagues (2000) and Yun and colleagues (2007) found that citizenship behaviour is positively related to supervisor reward recommendations above and beyond in-role behaviour. Interestingly, Van Scotter and colleagues' (2000) field study with two samples of Air Force personnel found that while in-role task behaviour showed a positive relationship with formal rewards (i.e., medals), only citizenship behaviour showed a positive relationship with informal

reward recommendations. These findings imply that these types of informal reward recommendations are an important way for supervisors to recognise their subordinates' involvement in extra-role behaviours.

Like organisational citizenship behaviours, participation in corporate volunteering requires employees to invest above and beyond their formal work duties to aid the welfare of others. Employees who exhibit behaviours that reflect a benevolent, sincere, and other-orientated character are likely to be perceived positively (Anderson & Shirako, 2008; Wojciszke, 1994). I thus expect that supervisors will evaluate participation in corporate volunteering as sending a positive signal about the individual and acknowledge them accordingly by prioritising them in reward recommendation decisions. In addition, supervisor perceptions and reward recommendations are generally linked to objective career outcomes, such as promotion (Bergeron et al., 2018). It is thus posited that:

Hypothesis 4a-c: There is a positive relationship between (a) volunteer participation and supervisor reward recommendations and (b) between supervisor reward recommendations and career progression. (c) Supervisor reward recommendations partially mediate the relationship between volunteer participation and career progression.

The moderating effect of supervisor-attributed motives

However, whether participation in corporate volunteering leads to increased supervisor reward recommendations, which in turn enhances career progression, likely depends on how key decision makers (i.e., supervisors) interpret the 'signal' that volunteer participation sends. A key part of interpreting the behaviours of others lies in the attribution of motives (Weiner,

1985). According to signalling theory, supervisors use employees' observable behaviours to make inferences about characteristics that are harder to observe, such as their motivations, and the same behaviour may be attributed to different motives or causes (Spence, 1973). Research on prosocial work behaviours suggests that supervisors do not have a straightforward appreciation of the prosocial acts of their subordinates but rather place great emphasis on the underlying motivations for these behaviours. The research suggests that managers generally categorise employee motives as either other-orientated (e.g., motivated by a desire to do good) or self-orientated (e.g., motivated by a desire to look good), with behaviour attributed to other-oriented motives evaluated more positively and resulting in more supervisor reward recommendations than behaviour that is attributed to self-oriented motives (Allen & Rush, 1998; Bolino, 1999; Donia, Ronen, Sirsly & Bonaccio, 2019; Eastman, 1994; Halbesleben, Bowler, Bolino & Turnley, 2010).

Respondents from Phase I (the qualitative study) identified that many employee volunteers were also motivated to participate to develop work-related skills:

We find a lot of people participate in the mentoring program to develop coaching skills. Some people don't mentor, or coach people in their normal jobs and they find that through the mentoring program they can really learn that skill that they wouldn't necessarily already have. (Jacqui, VPO representative)

Indeed, Alicia, the CEO of ABCN, the volunteer-involving organisation that hosted the volunteers in this study, recognised the development motives of the volunteers:

I think the program attracts high achievers - people who engage in giving but also want to develop skills - particularly in early to mid-career people who want to learn how to manage people and don't have as many opportunities. (Alicia, Chief Executive Officer)

Given the sense among respondents that this corporate volunteering program attracts emerging leaders, I seek to investigate the impact that supervisor attributions of development motives have on the relationship between corporate volunteering and career progression. Previous research indicates that subordinate behaviours tend to be rewarded when managers perceive that the subordinate is putting effort into professional development (Lam, Huang & Snape, 2007; Yun et al., 2007). For example, Yun and colleagues (2007) found that supervisors tend to recommend greater rewards to subordinates displaying organisational citizenship behaviours if they believed employees to be highly committed to their job. Lam and colleagues (2007) found that subordinate feedback-seeking behaviour was more strongly and positively related to high-quality leader-member relationship (LMX) when supervisors interpreted the feedback-seeking as motivated by performance enhancement motives. I thus expect that when a supervisor interprets the motivation behind a subordinate's volunteer participation as seeking professional development (attributions of development motives), they are more likely to view that employee as an important asset that is committed to their job and focused on meeting a high standard of work performance (Lam et al., 2007; Yun et al., 2007). As supervisors are expected to appreciate this type of work performance focused effort from their subordinates (Lam et al., 2007), they are likely to reciprocate by recommending that subordinate for rewards that support their career progression, thus resulting in increased likelihood of promotion. I thus posit:

Hypothesis 5a: Supervisor attributions of subordinate motives moderate the relationship between volunteer participation and supervisor reward recommendations, such that the positive effect of volunteer participation on reward recommendations is stronger (enhanced) when supervisor attributions of their subordinate's development motives are high and weaker (dampened) when they are low.

Hypothesis 6a: Supervisor reward recommendations partially mediate the positive relationship between volunteer participation and career progression when supervisor attributions of subordinate development motives are high but not when they are low.

Other respondents from Phase I described volunteering as “a bit of a break from work and the chance to do something more fun and physical” (Norah, VPO representative). There were instances where volunteers were perceived to participate in corporate volunteering as a way of ‘escaping’ from work and work tasks. Some supervisors “wouldn't see volunteering as a priority in the workplace and therefore would not support their staff to do it” (Uma, VPO representative). Instead, they believed that subordinates that participate in corporate volunteering are “not pulling their weight” at work (Norah, VPO representative). In parallel, the organisational citizenship behaviour literature has identified task avoidance as a motivation for engaging in organisational citizenship (Bolino, Klotz, Turnley & Harvey, 2013). Individuals thus might engage in corporate volunteering to escape feelings of boredom associated with their task responsibilities (Spector & Fox, 2010) or to get a break from challenging aspects of their work (Fox, Spector, Goh, Bruursema, & Kessler, 2012). When a supervisor perceives volunteer participation as an attempt to escape from work (attributions of escapism motives), the supervisor's suspicions that the subordinate is not committed, or hard working may be triggered. The supervisor may thus be less likely to support the subordinate,

and corporate volunteering participation would in turn be less likely to be related to supervisor resource allocations and chances of promotion. Based on these arguments, I posit:

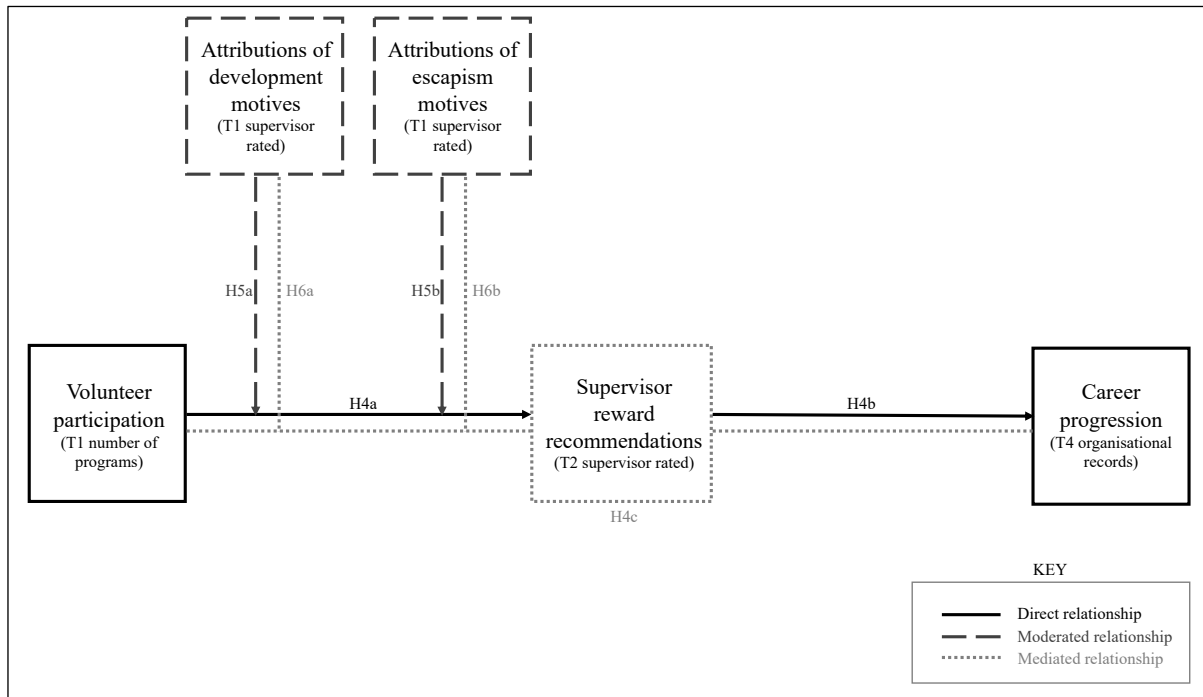
Hypothesis 5b: Supervisor attributions of subordinate motives moderate the relationship between volunteer participation and supervisor reward recommendations, such that the positive effect of volunteer participation on reward recommendations is weaker (dampened) when supervisor attributions of employee escapism motives are high.

Hypothesis 6b: Supervisor reward recommendations will not mediate the positive relationship between volunteer participation and career progression when attributions of development motives are high.

I have presented the hypothesis development for the impact of corporate volunteering on career progression through supervisor reward recommendations. The theoretical model for this section is summarised in **Figure 4.3** below.

Figure 4.3 (Theoretical Model 1B)

The impact of corporate volunteering on volunteer career progression through supervisor reward recommendations



Note. T1 = pre-volunteering; T2 = post-volunteering; T4 = approx. 12–24-month follow-up.

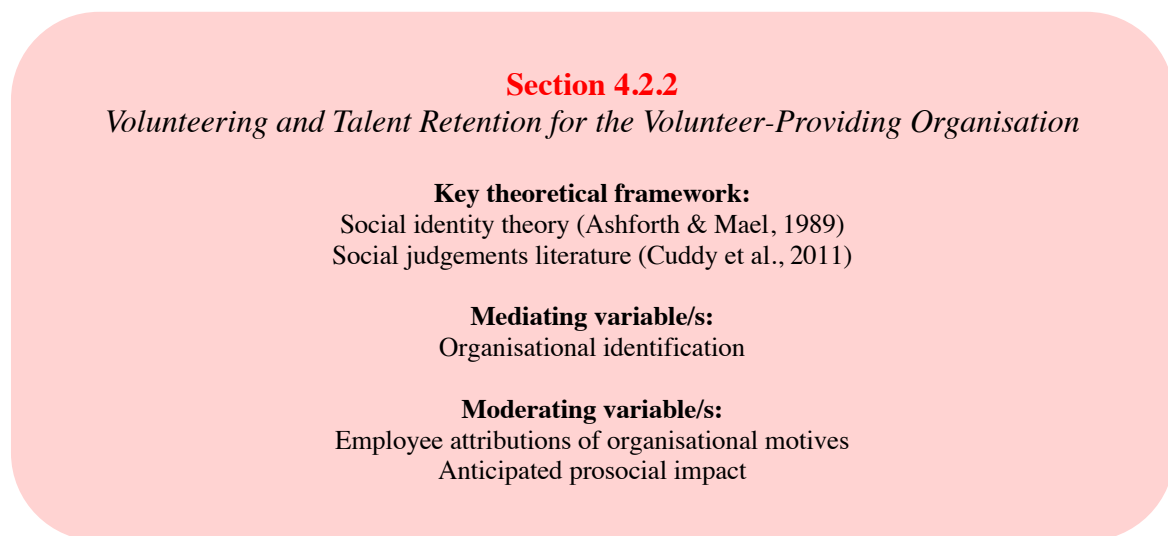
4.2.2 CORPORATE VOLUNTEERING AND TALENT RETENTION

Section 4.2.2 examines the impact of corporate volunteering on one critical dimension of an organisation’s human capital – its ability to retain staff. Although prior empirical work has demonstrated a link between corporate volunteering and intermediate employee-employer outcomes such as organisational identification (Jones, 2010; Kim et al., 2010) and commitment (Breitsohl & Ehrig, 2017; Gatignon-Turnau & Mignonac, 2015; Peterson, 2004), the relationship between corporate volunteering participation and employee turnover has not received as much scholarly attention (for an exception see Bode et al., 2015). This section of the thesis seeks to explore this link by developing a model of how and when corporate

volunteering participation affects employee turnover at the volunteer-providing organisation. Drawing on the social identity perspective (Ashforth & Mael, 1989), I examine whether the relationship between corporate volunteering participation and employee turnover can be explained by organisational identification. I argue that volunteer participation encourages volunteers to see their organisation as a desirable and inclusive workplace, thus increasing organisational identification, and in turn decreasing the likelihood of turnover. I then explore whether this relationship changes depending on the attributions that employees make about organisational motives as well as the extent to which they anticipate making a prosocial impact through their participation as a volunteer. A visual representation of the approach taken in this section is represented in **Figure 4.4** below.

Figure 4.4

A visual representation of the investigation into the relationship between corporate volunteering participation and talent retention



The mediating effect of organisational identification

Bode and colleagues' (2015) pioneering study found that there is a positive retention effect associated with participation in corporate volunteering. Their study of 10,000 employees in a global management consulting firm found that likelihood of staying was greater for corporate volunteering participants than for non-participants (Bode et al., 2015). However, Bode and colleagues (2015) did not examine why this relationship between corporate volunteering and employee retention might exist. One of the mechanisms proposed by management scholars to explain why an individual might choose to stay with their employer is organisational identification (Ashforth, Harrison & Corley, 2008). Defined as "a feeling of oneness with or belongingness to an organisation" (Mael & Ashforth, 1992, p.104), organisational identification goes beyond simply associating oneself as a member of an organisation, but also reflects the extent to which that association is valued by the individual (Ashforth et al., 2008). In other words, organisational identification reflects the extent to which organisational membership is part of an individual's sense of self (Sluss & Ashforth, 2008). Corporate volunteering has previously been linked with heightened organisational identification, which has in turn been found to increase organisational commitment (Kim et al., 2010) and intention to stay (Jones, 2010). I thus anticipate that the link between corporate volunteering participation and employee turnover will be explained by levels of organisational identification.

The social identity perspective refers to a set of theories that specify the psychological processes behind self-categorisation as members of a particular social group (van Dick, 2001). These theories outline several factors that may increase the likelihood of an individual identifying with their organisation. One notable trigger for organisational identification is the individual drive for self-enhancement (van Dick, 2001). According to this perspective, an

employee derives value from their membership in an organisation when it provides a favourable comparison to referent others, enhancing their sense of self-worth (Ashforth & Mael, 1989). The more that being a member of a particular organisation is seen as desirable, the more motivated an individual will be to identify as a member of that organisation to “bask in its reflected glory” (Cialdini et al., 1976, p. 366). Through increasing participation in corporate volunteering, employees may derive a sense of working somewhere desirable. This is because corporate volunteering has been shown to be a self-affirming experience (Brockner et al., 2014) that enhances perceived organisational prestige (Jones et al., 2014; Kim et al., 2010) and employee pride in their organisation (Penner, 2002; Jones, 2010). In the words of Jacob, a corporate volunteer from Phase I (the qualitative research), participating in corporate volunteering “makes you even more stoked to work here, it makes you even more proud, it makes you want to stay here even more.” Thus, corporate volunteering may increase organisational identification by signalling that the organisation is an attractive place to work.

Apart from external organisational attractiveness being an important driver of organisational identification, research suggests that demonstrating commitment to prosocial values is another important mechanism explaining identification with the employing organisation (Edwards, 2009). Grant and colleagues (2008) found that corporate social initiatives instigate a process of ‘prosocial sensemaking’ which leads employees to judge organisational actions as other-orientated, and then generalise this interpretation to their views of the organisation, reinforcing the company’s ‘prosocial identity.’ As individuals are motivated to identify with groups that fulfil their need for a sense of affiliation, connection and belonging to a larger group (Ashforth et al., 2008; Ashforth & Mael, 1989), organisations which demonstrate their commitment to furthering the wellbeing of others are expected to foster organisational identification, a relationship that was reinforced by participants in the qualitative research:

When I first started, I was on a two-week contract. That was fourteen and a half years ago. So, it (corporate volunteering) – it gets in your blood. People who work here don't want to leave, and it's mainly because of that sense of community within the organisation which extends out into people in the community. (Lucas, corporate volunteer)

Resultingly, corporate volunteering may also increase organisational identification by signalling to employees that the organisation is likely to meet their social and emotional needs (Ashforth et al., 2008).

Levels of organisational identification are expected to explain the likelihood of employee turnover. The process by which people define themselves is at the core of how individuals make sense of and navigate their working lives, including their decisions to join or leave organisations (Ashforth et al., 2008). According to the social identity perspective, organisational identification is expected to decrease turnover because leaving the organisation would mean losing a valued part of one's self-concept or identity (Mael & Ashforth, 1995). Ashforth and colleagues (2008) suggest that high levels of organisational identification lead individuals to experience the interests of the organisation as their own, resulting in high levels of psychological investment in the relationship which make it less likely that individuals will search for other work opportunities. To this end, research has demonstrated a negative relationship between organisational identification and turnover intentions (Riketta, 2005; van Dick, 2001; van Knippenberg & van Schie, 2000; van Knippenberg, van Dick & Tavares, 2007), including meta-analytic evidence which suggests that organisational identification is strongly and negatively correlated with turnover intentions ($r = -0.49$) (Riketta, 2005).

Furthermore, turnover intentions have been shown to predict actual turnover (Griffeth, Hom & Gaertner, 2000). Thus, I hypothesise that corporate volunteering participation will have a positive effect on organisational identification, which in turn will decrease employee turnover. Thus, consistent with the body of research outlined above, I posit:

Hypothesis 7a-c: There is a positive relationship between (a) volunteer participation and organisational identification and (b) between organisational identification and turnover intentions / turnover. (c) Organisational identification partially mediates the relationship between volunteer participation and turnover intentions / turnover.

The moderating effects of employee-attributed organisational motives

The literature outlined above indicates that participation in corporate volunteering will lead to decreased turnover through increased organisational identification. However, the qualitative study found that participation in corporate volunteering can be a double-edged sword – it can foster either intention to stay or intention to leave. This suggests that volunteer participation alone does not always lead to decreased employee turnover. In particular, the qualitative research found that employee volunteers, while acknowledging that their organisations had mixed motives for offering corporate volunteering, tended to evaluate their employer as being driven primarily by a desire to *do good* (altruism) or by a desire to *look good* (egoism), and that these judgements served to inform their reactions towards their organisation, in particular their turnover intentions.

In support of my qualitative findings, previous research suggests that people tend to anthropomorphise organisations, treating them as distinct entities that have humanlike qualities, including motives for actions (Hamilton & Sherman 1996; King, Felin & Whetten,

2010). Resultingly, people tend to use many of the same psychological processes to understand and evaluate organisations as they do individuals (Bauman & Skitka, 2012; Cuddy et al., 2011; Sen & Bhattacharya, 2001). The related research stream on CSR has found that people engage in a process of cognitive appraisal where they evaluate the organisational intentions behind CSR activities (Barone, Miyazaki & Taylor 2000; Bhattacharya & Sen, 2004; Godfrey, 2005). In particular, CSR research has distinguished between alternative motive attributions for engaging in socially responsible acts, most notably between altruistic (other-orientated) motive attributions, whereby the organisation is seen as genuinely focused on addressing societal needs, and egoistic (self-orientated) motive attributions, whereby the organisation is seen as primarily focused on gaining profit or reputational benefits from their involvement (Donia, Tetrault, Sirsly & Ronen, 2017). People are concerned about an organisation's intentions because they indicate whether the organisation is likely to meet, or neglect, their social and emotional needs (Bauman & Skitka, 2012; Cuddy et al., 2011; Sen & Bhattacharya, 2001). These motive attributions are thus likely to predict people's reactions towards the organisation, such that being perceived as altruistic is favourable while being perceived as egoistic is unfavourable.

In my qualitative research there were some corporate volunteers who perceived that their organisations involvement in corporate volunteering reflected a broader organisational culture of concern for the community. For example, for Noah, a corporate volunteer at a large technology company, corporate volunteering was seen as part and parcel of his organisational culture: "Our CEO... one of his key points is that the business of business is to make the world a better place... these values are actually engrained all the way through our work... It's the whole culture." For employees like Noah, participation in corporate volunteering reinforced the commonality of values between themselves and their employer, thus positively influencing

their organisational identification and intention to stay. Consistent with these qualitative findings, research suggests organisational identification develops when an employee views the attributes that they believe define the organisation as congruent with their sense of self (Dutton, Dukerich & Harquail, 1994; Hogg & Terry, 2000).

Previous research suggests that many employees perceive themselves to be prosocial individuals and are thus driven to construct and maintain this 'prosocial identity' (Grant 2007; Grant et al., 2008) and hope that these prosocial values are reflected in the organisations where they work (Jones et al., 2014). Attributions of altruistic organisational motives may therefore enhance the likelihood that corporate volunteering leads to organisational identification by influencing the degree of values similarity that employees perceive between themselves and their employers. As people tend to volunteer their time for causes that are important to them, if they interpret that their organisation cares about those causes too, they will perceive the volunteering as evidence that they share important values with their organisation, enhancing organisational identification (Bauman & Skitka, 2012). Thus, the more an individual perceives their organisation to be altruistically motivated, the more I would expect volunteer participation to lead to greater organisational identification. I thus posit:

Hypothesis 8a: Volunteer attributions of organisational motives moderate the relationship between volunteer participation and organisational identification, such that the positive effect of volunteer participation on organisational identification is stronger (enhanced) when volunteer attributions of altruistic organisational motives are high and weaker (dampened) when they are low.

Hypothesis 9a: Organisational identification partially mediates the negative relationship between volunteer participation and employee turnover intentions / turnover when employee attributions of altruistic organisational motives are high but not when they are low.

Conversely, some corporate volunteers in the qualitative research were sceptical about their organisation's seemingly altruistic behaviour. They perceived their organisation's involvement in corporate volunteering as an act of self-flattery aimed at pleasing stakeholders. For example, Moshe, a corporate volunteer in a large logistics company believed that for his organisation, corporate volunteering was a "box ticking exercise... the CSR reporting exercise that companies have to adhere to." For employees like Moshe, participation in corporate volunteering heightened feelings of cynicism regarding their organisation's goodwill. This sense of values disparity was amplified with increasing volunteer participation, which decreased their organisational identification and increased intentions to leave. Indeed, research suggests that organisational motives which are perceived as self-serving are associated with dampened organisational commitment (Gatignon-Turnau & Mignonac, 2015). For example, Gatignon-Turnau & Mignonac (2015) found that employee attributions of organisations public relations motives dampened the positive relationship between organisation support for corporate volunteering and employee commitment to the organisation.

Thus, I expect that corporate volunteering programs which are perceived to be egoistically motivated would be less effective in fostering organisational identification than those which are perceived to be altruistically motivated. This is because only the latter would be seen as embodying genuine prosocial values that employees identify with and desire to express (Godfrey, 2005; Grant 2007; Grant et al., 2008). When employees interpret the purpose behind

the corporate volunteering program as a form of corporate whitewashing – to make the organisation look good – they are making a judgement that their organisation is engaging in corporate volunteering exploitatively, being willing to use the program for its own gains. In the same way that altruistic motive attributions signal to employees that their organisation can be counted on to fulfil their social and emotional needs, egoistic motives attributions create uncertainty for employees, indicating that their organisation might treat them exploitatively in the future as well. As a result, although the volunteer experience might still be a positive one, the organisational motives behind the volunteering are likely to threaten employees' social and emotional needs, which, in turn, should undermine the positive effects of volunteer participation on organisational identification. I thus posit:

Hypothesis 8b: Volunteer attributions of organisational motives moderate the relationship between volunteer participation and organisational identification, such that the positive effect of volunteer participation on organisational identification is weaker (dampened) when volunteer attributions of egoistic organisational motives are high and stronger (enhanced) when they are low.

Hypothesis 9b: Organisational identification does not mediate the negative relationship between volunteer participation and employee turnover intentions / turnover when employee attributions of egoistic organisational motives are high but does when they are low.

The moderating effects of anticipated prosocial impact

Previous research shows that people evaluate organisational practices not only by making inferences about the organisation's intentions behind them but also by making inferences about

their capacity to achieve the desired results (Cuddy et al., 2011; Sen & Bhattacharya, 2001). That is, motivation to engage in an activity occurs when people anticipate that the steps taken will result in the desired outcome – for example, if volunteers anticipate that participating as a volunteer will effectively aid the community (Kruglanski, Chernikova, Rosenzweig & Kopetz, 2014). Such an effect is supported by previous research showing that anticipated impact (also referred to as perceived utility or efficacy) explains helping behaviour such that the higher the anticipated impact of the contribution, the greater the willingness to help (Butts, Lunt, Freling & Gabriel, 2019; Erlandsson, Björklund & Bäckström, 2014; Sharma & Morwartz, 2016; Touré-Tillery & Fishbach, 2017).

Specific to corporate volunteering, Opoku-Dakwa and colleagues (2018) propose that the effect of corporate volunteering on employee work engagement is driven by the impact they anticipate making on themselves, their organisation, and the community. Moreover, Caligiuri and colleagues (2013) found that corporate volunteer programs result in employee work engagement only when volunteers perceive that they have made a meaningful and sustainable contribution to the volunteer-involving organisation. My qualitative research indicates that for corporate volunteering to meaningfully address employee needs, it needs to be beneficial to the communities they serve, as Josephine, a corporate volunteer from a large education institution explained “...you get a sense of self-worth and value if you’ve contributed something useful, something impactful. It’s satisfying at the end of the day to see that you’ve done a good job”.

Whether volunteer participation leads to organisational identification with the volunteer-providing organisation is likely to depend not only on employee attributions of organisational motives but also their perceptions of the degree of prosocial impact achieved by the volunteer program. Feeling that one’s actions are impactful serves as a form of social validation, boosting

self-esteem and encouraging identification (Hogg & Turner, 1985; Smidts, Pruyn, & Van Riel, 2001). Anticipating that they can have a positive impact on the community will allow employees to ‘successfully’ express their prosocial values and look favourable in the eyes of the community, thus meeting their needs for self-esteem. In contrast, when employees feel that an activity lacks impact, they will question the extent to which their volunteer contributions are meaningful and appreciated by others (Grant, 2008). Thus, if participation as a volunteer is not expected to have much prosocial impact, employees will perceive that their participation is a waste of time and energy. In sum, I suggest that only when volunteer participation is anticipated to have a positive prosocial impact will volunteer participation lead to decreased turnover via organisational identification. I thus posit:

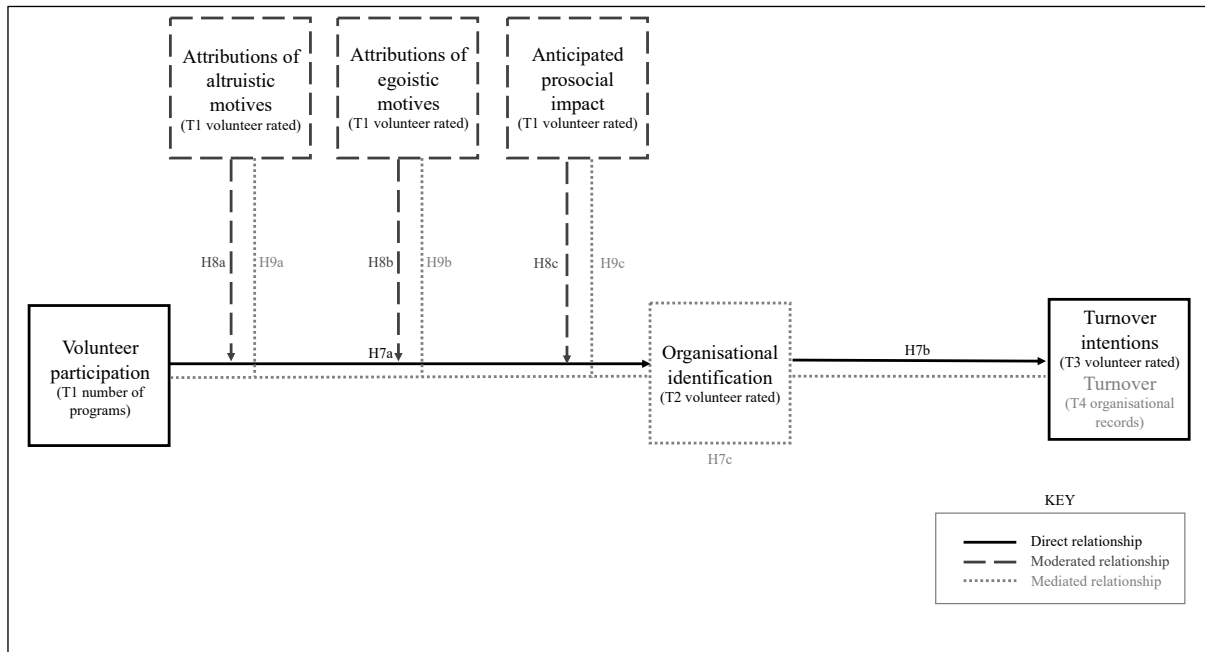
Hypothesis 8c: Anticipated prosocial impact moderates the relationship between volunteer participation and organisational identification, such that the positive effect of volunteer participation on organisational identification is stronger (enhanced) when anticipated prosocial impact is high and weaker (dampened) when it is low.

Hypothesis 9c: Organisational identification partially mediates the negative relationship between volunteer participation and employee turnover intentions / turnover when anticipated prosocial impact is high but not when it is low.

I have presented the hypothesis development for the impact of corporate volunteering on employee turnover through organisational identification. The theoretical model for this section is summarised in **Figure 4.5** below.

Figure 4.5 (Theoretical Model 2)

The impact of corporate volunteering on employee turnover through organisational identification



Note. T1 = pre-volunteering; T2 = post-volunteering; T3 = approx. 4-6-week follow-up; T4 = approx. 12–24-month follow-up. The statistical model with turnover as an outcome is exploratory.

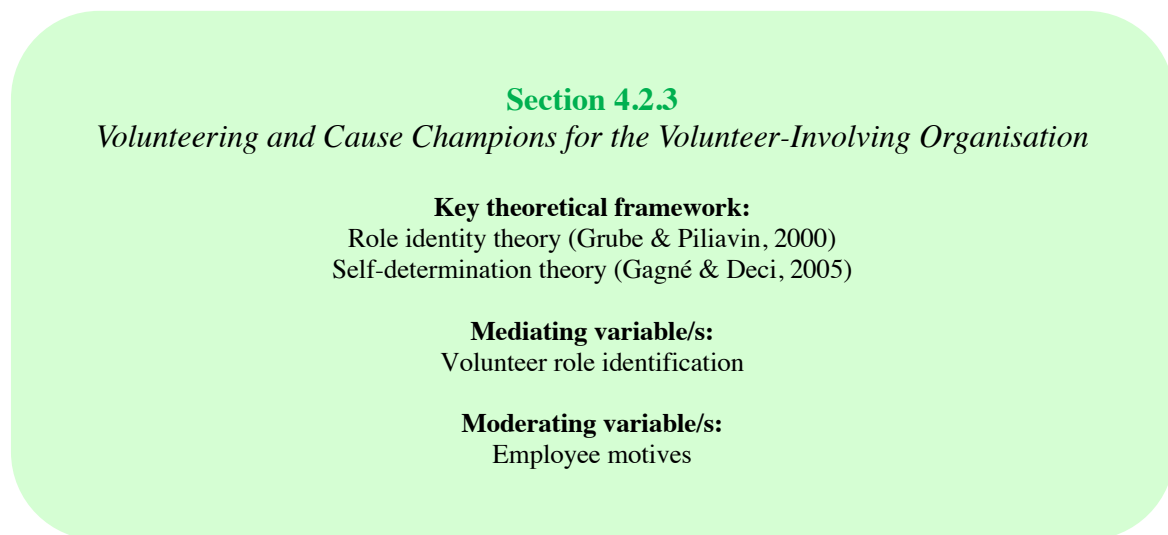
4.2.3 CORPORATE VOLUNTEERING AND THE DEVELOPMENT OF CAUSE CHAMPIONS

Despite their role as a critical stakeholder group, the outcomes of corporate volunteering for volunteer-involving organisations have often been overlooked by corporate volunteering researchers (Dreesbach-Bundy & Scheck, 2017). The purpose of the third section of this chapter is to examine the impact of corporate volunteering on two key indicators of program success for the volunteer-involving organisation – cause championing behaviours and future volunteer participation. While sustained volunteer participation has been highlighted as a key outcome of interest for volunteer-involving organisations by previous research (Grant, 2012),

a unique contribution of my qualitative study was to identify the importance of cause championing behaviours in increasing the capacity of volunteer-involving organisations. By creating unique experiences, or ‘touchpoints’ with their service, volunteer-involving organisations were hoping to create “raving fans” (Bethany, VIO representatives) that engender a pipeline of sustained support for the volunteer-involving organisation in the future. This section of the thesis develops a model to test whether, how and when corporate volunteering participation leads to (i) cause championing behaviours and (ii) future volunteer participation. A visual representation of the approach taken in this section is represented in **Figure 4.6** below.

Figure 4.6

A visual representation of the investigation into the relationship between corporate volunteering participation and cause championing behaviours and future volunteer participation



During my qualitative research I coined the term cause champions to denote highly engaged volunteers who willingly engage in “affective labour” (Hardt, 1999) intended to build enthusiasm for the volunteer-involving organisation and their cause among others in their

social network. This act of ‘championing’ for the volunteer-involving organisation is analogous to the concept of ‘brand building’ identified in the marketing literature (Burmamann & Zeplin, 2005; King & Grace, 2010; 2012; Morhart, Herzog & Tomczak, 2009). Brand building behaviour describes discretionary actions aimed at advancing the brand identity outside of the organisational environment (King & Grace, 2010; 2012). According to King, Grace & Funk (2012) brand building behaviour involves brand endorsement (i.e., a readiness to say positive things about the brand to others) and brand allegiance (i.e., a desire to maintain a relationship with the brand) and. I thus investigate the relationship between volunteer participation and both aspects of endorsement (i.e., cause championing behaviours) and aspect of allegiance (i.e., future volunteer participation).

I argue that the more an individual participates in corporate volunteering, the more likely they are to identify with their volunteer role (Grube & Piliavin, 2000), thus engaging in cause championing behaviours and sustaining their participation over time. Drawing on self-determination theory (SDT; Deci & Ryan, 2000; Gagné & Deci, 2005) I then explore whether these relationships change depending on volunteer motives. Core to SDT is the distinction between ‘autonomous’ and ‘controlled’ forms of motivation, which depend on the degree to which individuals experience a sense of volition (autonomous motivation) or coercion (controlled motivation) in their motives to volunteer (Deci & Ryan, 2000; Gagné & Deci, 2005). I propose that volunteers will identify with their volunteer role if they experience high levels of autonomous forms of motivation, for example if they believe the volunteering to be enjoyable (intrinsic motives) or meaningful (identified motives). I also propose that volunteers are unlikely to identify with the volunteer role if they experience high levels of controlled forms of motivation, for example if they feel pressured into volunteering (introjected motives) or are seeking external rewards for their participation (extrinsic motives). Thus, I suggest that only

when volunteers' autonomous motivation is high and controlled motivation is low will volunteers identify with their volunteer role, thus engaging in cause championing behaviours and sustaining their participation in the future.

The mediating effect of volunteer role identification

While the previous section explored the role of organisational identification in explaining the effects of volunteer participation on employee retention at the volunteer-providing organisation, this section explores the role of volunteer role identification in the relationship between volunteer participation and (i) cause championing behaviours and (ii) future volunteer participation. The key difference between the social identity and role identity theoretical traditions is one of emphasis regarding the source of self-identity (Stets & Burke, 2000). While social identity theory emphasises social groups as the basis for self-classification, role identity theory explores the function of social roles that we perform as an avenue for developing answers to the question 'who am I?' (Stets & Burke, 2000). The concept of the volunteer role identity is derived from the role identity tradition (Grube & Piliavin, 2000). Volunteer role identity can be general – where individuals see themselves as a 'volunteer' – or they can be organisation-specific – where individuals develop a specific role identity linked to a particular volunteer-involving organisation (Grube & Piliavin, 2000). According to Piliavin and colleagues (Callero, Howard & Piliavin, 1987; Grube & Piliavin, 2000; Piliavin & Callero, 1991; Piliavin, Grube & Callero, 2002) role identification is the process through which a person internalises a role and incorporates it into their broader self-concept, such that it goes from being what one does to who one is.

An identity-based perspective has shown utility in contributing to our understanding of long-term, within-individual dynamics that sustain volunteer efforts (Methot, Lepak, Shipp &

Boswell, 2017; Rodell et al., 2016). According to the identity-based perspective, while employees initially engage in volunteering to satisfy specific motives, it is the extent that being a volunteer becomes a defining part of their personal identity that better predicts whether people will exert effort or sustain volunteering over longer periods of time (Grube & Piliavin, 2000; Penner, 2002; Piliavin, Grube & Callero, 2002). People's initial experiences volunteering have been shown to shape their volunteer role identity, which then sustains the intensity and persistence of their volunteering efforts in the future (Penner, 2002). Indeed, previous research has found that years of experience as a volunteer and time spent volunteering predict the strength of the volunteer role identity (van Ingen & Wilson, 2017). I thus expect that repeated volunteer participation will lead employees to internalise the volunteer role as a central part of their identity, which will, in turn, encourage volunteers to continue their participation in the future.

Furthermore, as role identification deepens, people strive to behave in ways that are consistent with the role to express and reinforce their identity (Benabou & Tirole, 2010; Grube & Piliavin, 2000). Previous research has identified the development of the volunteer role identity as a key driver of several positive outcomes including increased volunteer hours, decreased intention to leave the volunteer role (Grube & Piliavin, 2000), in-role and extra-role volunteer performance, and increased financial contributions to the organisation (Tidwell, 2005). In a related vein, research has shown that when customers identify with organisations, they tend to become "champions of the companies" and promote the organisation and its products or services to others (Bhattacharya & Sen, 2003, p.76). More specifically, my qualitative study found that as they began to identify with their volunteer role, some employee volunteers started engaging in cause championing behaviours:

I think it changed my attitude towards (the volunteer-involving organisation) and what I donated to them. I also sponsor a village entrepreneur now and I joined as a board member. I also like to talk about it with people and talk about the work that they're doing and find support for those sorts of things. (Danna, corporate volunteer)

It follows that those individuals, seeking to act in congruence with their self-concept, will exert additional volunteering effort, including engaging in cause championing behaviours in support of the volunteer-involving organisation. In sum, I posit:

Hypothesis 10a-e: There is a positive relationship between (a) volunteering participation and volunteer role identification, (b) volunteer role identification and cause championing behaviours, and (c) volunteer role identification and future volunteer intentions / volunteer participation. Volunteer role identification partially mediates the relationships between volunteer participation and (d) cause championing behaviours and (e) future volunteer intentions / volunteer participation.

The moderating effect of volunteer motives

I have suggested that as role identification develops, participation in corporate volunteering will lead volunteers to engage in cause championing behaviours and future volunteering. However, the qualitative study found that these cause champions don't always materialise. While some corporate volunteers would indeed "come back and encourage other people to go and to donate, and to do what they can" (Cilicia, corporate volunteer) to support the volunteer-involving organisation, others "never went back" (Moshe, corporate volunteer) and felt that they "...wouldn't recommend it to friends" (Phoebe, corporate volunteer). One key difference between participants that internalised their role as volunteers and those that did not, seemed to

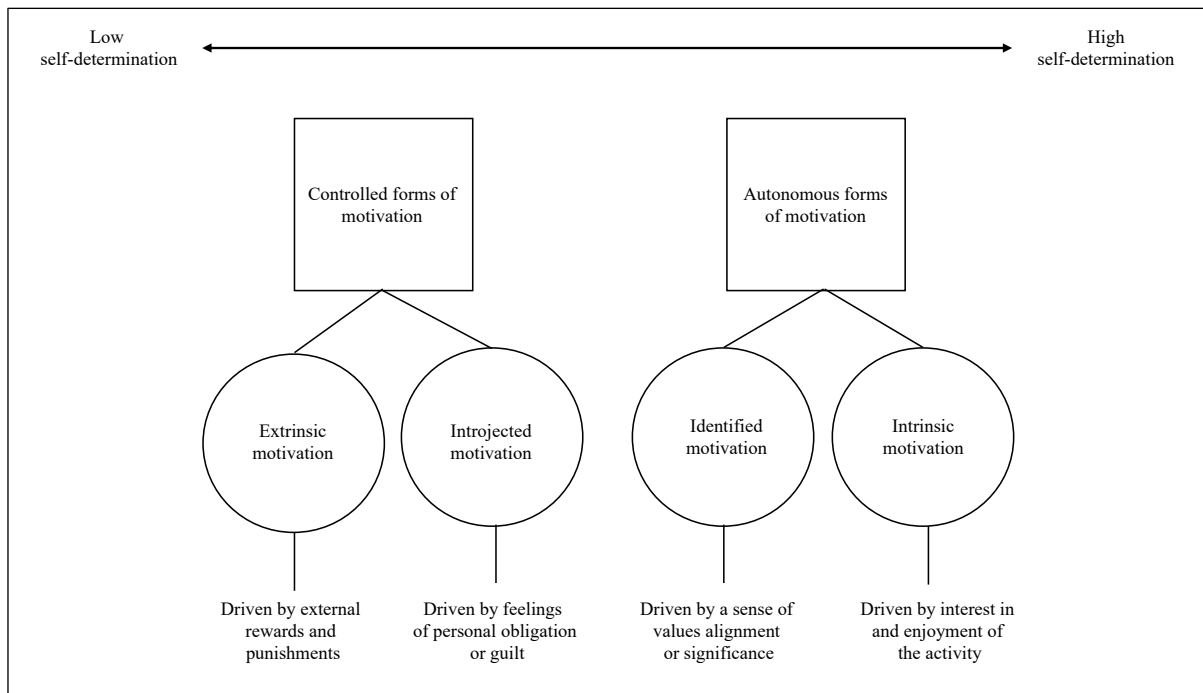
be the motives driving the volunteer to participate. Volunteers that went on to become cause champions talked about how they were “always interested” (Cilicia, corporate volunteer) in the work of the volunteer-involving organisation and how the values of the volunteer-involving organisation were “just really spot on” (Myra, corporate volunteer). In contrast, volunteers that did not continue their participation conveyed that they volunteered because it was their “only option” (Moshe, corporate volunteer). Phoebe expressed that “the cause has an impact on how enthusiastic [she] was about it [volunteering].” This was reiterated by Theo, who explained: “...volunteers need to care about the cause. If you can make them empathise, then it’s not seen as a chore.” The qualitative findings thus indicated that inherent interest in the activity or values alignment with the cause (autonomous forms of motivation; Deci & Ryan, 2000) are required for volunteer participation to result in the development of cause champions. I thus argue that individual motives for volunteering are an important boundary condition in realising the full potential of corporate volunteering for the volunteer-involving organisation.

Self-determination theory (SDT; Deci & Ryan, 2000; Gagné & Deci, 2005) has been used to explain why people engage in various endeavours, including corporate volunteering programs (see van Schie et al., 2019). Central to SDT is the distinction between ‘autonomous’ and ‘controlled’ forms of motivation, which represent the degree to which individuals experience a sense of high or low self-determination in their motivation to volunteer, respectively (Deci & Ryan, 2000; Gagné & Deci, 2005). Autonomous forms of motivation include *intrinsic* motives, where actions are driven by a genuine interest in the activity, and *identified* motives, where actions are driven by a sense of values alignment between personal values and the values that are evoked by the activity (Gagné & Deci, 2005; Ryan & Deci, 2000). Controlled forms of motivation include *introjected* motives, where actions are driven by a sense of pressure and guilt, and *external* motives, where actions are driven by the desire to obtain external rewards

or avoid external punishment (Gagné & Deci, 2005; Ryan & Deci, 2000). **Figure 4.7** summarises the motives being tested.

Figure 4.7

The SDT continuum of motivation



Note. Adapted from Ryan & Deci (2000) and van Schie et al., (2019)

SDT can help to explain why participation in corporate volunteering does not always lead to the development of cause champions, suggesting that the relationships between volunteer participation and volunteer role identification depends on the type of motivation that the volunteer experiences (Güntert et al., 2016). According to Penner (2002, p.463), a “*high and involving level of volunteer activity*” is needed for role identification to occur. When employees participate in corporate volunteering because they see it is inherently interesting (intrinsic regulation) or an expression of personally held values (identified regulation), they are expected to experience high levels of involvement (Ryan & Deci, 2000). I thus hypothesise that the

relationship between volunteer participation and volunteer role identification will be enhanced in the context of ‘high involvement’ when volunteers are able to act in congruence with their core sense of self during their participation as volunteers – i.e., when they experience high levels of intrinsic or identified motivation. High levels of intrinsic or identified motivation are further expected to enhance the likelihood that volunteer participation leads to cause championing behaviours and future volunteering via the internalisation of a volunteer role identity. In contrast, when employees participate in corporate volunteering out of a sense of personal obligation or guilt (introjected motivation) or to obtain extrinsic rewards or avoid punishments (extrinsic motivation), they are expected to engage in a half-hearted way (Grant, 2012), making it unlikely that their participation as volunteers will become internalised as an integral part of their sense of self. This is further expected to dampen the likelihood that their participation will lead to cause championing behaviours or future volunteering participation. In summary, it is posited that:

Hypothesis 11a-d: Motives for volunteering moderate the relationship between volunteer participation and volunteer role identification, such that the positive effect of volunteer participation on volunteer role identification is stronger (enhanced) when (a) intrinsic and (b) identified motives are high, and weaker (dampened) when (c) introjected and (d) extrinsic motives are high.

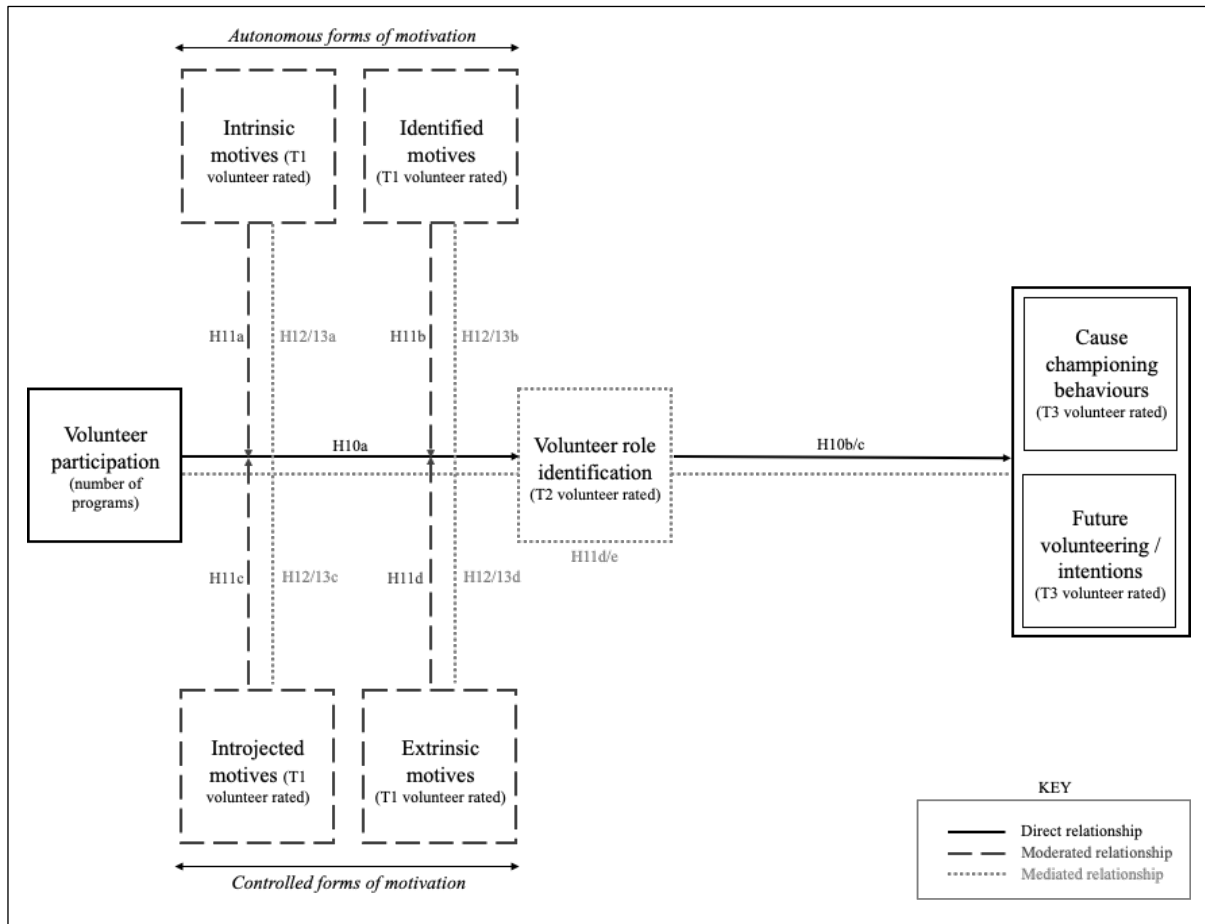
Hypothesis 12a-d: Volunteer role identification partially mediates the positive relationship between volunteer participation and cause championing behaviours when (a) intrinsic and (b) identified motives are high. However, volunteer role identification does not mediate the relationship between volunteer participation and cause championing behaviours when (c) introjected and (d) extrinsic motives are high.

Hypothesis 13a-d: Volunteer role identification partially mediates the positive relationship between volunteer participation and future volunteer intentions / volunteer participation when (a) intrinsic and (b) identified motives are high. However, volunteer role identification does not mediate the relationship between volunteer participation and future volunteer intentions / volunteer participation when (c) introjected and (d) extrinsic motives are high.

I have presented the hypothesis development for the impact of corporate volunteering on the development of cause champions through volunteer role identification. The theoretical model for this section is summarised in **Figure 4.8** below. I present the quantitative research methods in detail in the following section.

Figure 4.8 (Theoretical Model 3)

The impact of corporate volunteering on cause championing behaviours and future volunteer intentions / volunteer participation through volunteer role identification



Note. T1 = pre-volunteering; T2 = post-volunteering; T3 = approx. 4-6-week follow-up.

SECTION 4.3

QUANTITATIVE RESEARCH METHODS

4.3.1 RESEARCH DESIGN

The quantitative research utilised a multi-source, four-wave, time-lagged survey methodology. Data collection involved survey responses from two sources – corporate volunteers drawn from four ABCN member organisations and their workplace managers – corroborated by objective data on employee promotion and attrition from the volunteer’s employer (the volunteer-providing organisation) and future volunteer participation from ABCN (the volunteer-involving organisation). Data collection occurred at four points in time. Time One was prior to employees’ commencement in the corporate volunteering program and consisted of the pre-program survey. Time Two was at the completion of the corporate volunteering program and consisted of the post-program survey. Time Three was after a four-to-six-week follow-up period (the follow-up survey). Time Four involved the collection of volunteer participation and employee promotion and attrition rates approximately 6 months post the completion of the first round of survey collection.

The time lags between the surveys weren’t equally spaced because the volunteer programs had variable commencement dates and time commitments. In general, the time lag was two to three weeks between the first and second survey and a couple of months between the second and third survey, considered relatively short time lags for longitudinal research (Dalal, Alaybek & Lievens, 2020). The time lags are appropriate for the study because the key outcomes being measured (i.e., work performance, organisation identification and volunteer role identity) have been shown to fluctuate within a span of weeks, especially upon exposure to an ‘intervention’ such as corporate volunteering (Dalal et al., 2020; Ma, Ganegoda, Chen, Jiang & Dong, 2020). The time lag thus ‘matched’ the interval at which I expected change to occur in the phenomena under study (Cole & Maxwell, 2003).

The longitudinal research design is well positioned to answer my research questions regarding *whether, how and under what conditions* corporate volunteering leads to changes in employee volunteer attitudes and behaviours, where manipulation of program design conditions is not practical (Cole & Maxwell, 2003; Maxwell & Cole, 2007). The design of the research incorporating three waves of data reduces the potential for common method bias, providing stronger evidence that variations in volunteer attitudes and behaviours are caused by real changes in the respondents rather than measurement error (Podsakoff, MacKenzie, Lee & Podsakoff, 2003; Podsakoff, MacKenzie & Podsakoff, 2012). Furthermore, the data source triangulation ensured a more complete perspective is obtained, enhancing the validity of research findings (Mathison, 1988).

4.3.2 SAMPLE AND PROCEDURE

All employees from four ABCN member organisations that signed up to volunteer between March 2019 – March 2020 were invited to participate in the research study via an email call-out from their organisation (n = approx. 1,366). The email was sent out by a representative in charge of organising ABCN mentoring, referred to as the ‘ABCN champion’. The email call-out specified that the research project was an independent University of Sydney study and that there was no obligation for volunteers to get involved if they do not wish. The email also contained the Volunteer Participant Information Statement with further details about the research project, and a link to the first online survey. All participants that provided their contact details during the first (pre-program) survey, were invited to complete the second (post-program) and third (follow-up) surveys.

If participants provided consent for their direct workplace supervisor to be contacted, (providing their email address) I reached out to the supervisor directly via a personalised email inviting them to participate. This email made it clear that their participation in the study was voluntary and that there was no obligation to be involved if they do not wish. The email also contained the Supervisor Participant Information Statement with further details about the research project, and a link to the first online survey. All supervisors that completed the first (pre-program) survey, were invited to complete the second (post-program) survey. The research project, including the survey materials and related paperwork was reviewed and approved by the University of Sydney Human Research Ethics Committee (HREC). A copy of the email callouts, Participant Information Statements and Consent Forms can be found in **Appendix A. Figure 4.9** below provides an overview of the data collection process.

Figure 4.9

An overview of the data collection process

Time 1: Prior to volunteer program commencement

- All volunteers are invited to complete the Volunteer Pre-Program Survey. This survey establishes the volunteer's demographic and dispositional characteristics. It asks about their motives for, attitudes towards and expectations of volunteering. Finally, it asks them to evaluate their work attitudes and behaviours.
- All managers of volunteers that have provided consent are invited to complete the Manager Pre-Program Survey. This survey asks about the manager's relationship with the employee volunteer, their perception of their subordinate's motives for volunteering and their evaluations of their subordinate's work attitudes and behaviours.

Time 2: Post volunteer program completion

- All volunteers that completed a Time 1 survey are invited to complete the Volunteer Post-Program Survey. This survey asks them to reflect on their volunteering experience, including any impact it had on their work. It asks them to evaluate their work attitudes and behaviours post-volunteering.
- All managers that completed a Time 1 survey are invited to complete the Manager Post-Program Survey. This survey asks them to evaluate their subordinate's work attitudes and behaviours post-volunteering.

Time 3: 4 – 6 weeks post volunteer program completion

- All volunteers that completed a Time 2 survey are invited to complete the Volunteer Follow-up Survey. This survey asks them to reflect on their volunteering experience and their work attitudes and behaviours.

Time 4: 6 months post the first round of survey collection completion

- Archival data on employee promotion and attrition rates is sought from the HR departments of the 4 volunteer-providing organisations.
- Archival data on volunteer participation rates is sought from ABCN.

4.3.3 STUDY CONTEXT

The volunteers that participated in this study took part in one of eight types of corporate volunteering programs offered by ABCN at the time. The duration of the programs ranged between 3 – 10.5 hours in total. While these are short programs, they reflect the time commitment most employees are given to volunteer as the timing fits with the 1-2 days of volunteer leave that most volunteer-providing organisations currently adopt as policy in Australia (Volunteering Australia, 2019). An overview of ABCN’s core programs at the time of data collection (2019 - 2021) is presented in **Table 4.3.1** below.

Table 4.3.1

ABCN’s Core Program Portfolio

Program Pseudonym	Program Aims	Style	Time commitment (hours)	Participant Breakdown (%)
A	Develop literacy and numeracy.	1-on-1	7	7
B	Encourage the uptake of STEM subjects.	Group	8	6
C	Encourage the completion of Year 12 and tertiary study.	1-on-1	10.5	16
D	Build creative and innovative problem-solving skills.	Group	3	12
E	Develop job interview skills.	Group	3.5	7
F	Foster employability skills among migrants and refugees.	Group	9.5	9

G	Broaden awareness of post-school career pathways.	Group	10	4
H	Encourage take-up of leadership roles by female students.	Group	3.5	38

Note: While programs would typically take place at the offices of the corporate volunteers, in 2021, ABCN expanded its portfolio to include a mix of digital and face-to-face formats in response to the ongoing COVID-19 pandemic.

4.3.4 STUDY PARTICIPANTS

The study participants were employees drawn from four ABCN member organisations that had signed up to be corporate volunteers between March 2019 – March 2020. As is common among corporate volunteers, participants were predominantly female (77%; Howard & Serviss, 2021). They were, on average, 36.9 years old (SD = 10.6). The majority were permanent full-time staff members (91%) that have been in their role for an average of 2.3 years (SD = 3.5) and with their organisation for an average of 4 years (SD = 5.1). While three quarters of the participants had volunteered outside of the workplace, slightly more than half (59%) were first-time corporate volunteers. **Table 4.3.1** below provides more information on the characteristics of the sample, by organisation. As can be seen in Table 4.3.1, there were some significant differences in the characteristics of the volunteers across the four organisations and I therefore controlled for these differences among the volunteers (e.g., age or organisational tenure) in the analysis, when necessary.

Table 4.3.2*Overview of participating member organisations and their volunteers*

Org	Industry sector	Volunteer force size (in 2019)	Tenure with ABCN (years)	Participant breakdown (%)	Female (%)	Mean age	Mean tenure in role (years)	Mean tenure in org (years)	Permanent full-time (%)	Volunteer outside of work (%)	First time volunteers (%)
A	Property	238	13	35% [↑]	76	36.6	2.3	2.8 [↓]	89	78	44 [↓]
B	Consulting	437	14	27%	71	34.2	2.1	3.4	94	74	82 [↑]
C	Banking	481	13	17%	82	33.5	2.2	4.1	95	86	64
D	Insurance	210	14	21%	81	43.1 [↑]	2.7	6.9 [↑]	85	63	52
All		1,366	13.5	100%	77	36.9	2.3	4	91	75	59

Note: [↑] denotes a significantly higher % or mean and [↓] denotes a significantly lower % or mean.

The final sample consisted of 128 volunteers that completed a survey at time one (pre-program), 84 volunteers that provided a matching survey at time two (post-program; response rate of approx. 65.6%) and 74 volunteers that provided a matching survey at time three (follow-up; response rate of approx. 57.8%). A total of 88 volunteers (68.8%) consented to me requesting matching data from their supervisors and of those 39 supervisors provided a time one survey (pre-program; response rate of approx. 44.3%) and 25 a matching time two survey (post-program response rate of approx. 28.4%). 124 volunteers (96.9%) consented to the collection of matching HR data on their promotion and attrition rates at a 6-month follow-up, with all 124 being provided by the organisations. 127 volunteers (99.2%) consented to the collection of matching data on their volunteering rates from ABCN, with all 127 being provided. Although the overall response rate did not meet my initial expectations, it is sufficient in reference to similar published research in the field. For example, in the first multi-source, multi-wave study on corporate volunteering, Caligiuri and colleagues (2013), had only 53 volunteers that completed a survey at all three timepoints and only 19 supervisors providing matching data.

4.3.5 STUDY CHALLENGES

The lower than desired response rate was a result of several challenges that were encountered throughout the research process. My initial recruitment strategy relied on senior members at each of the four participating organisations sending out an email invitation to potential participants a week before they were scheduled to commence their participation as volunteers. Unfortunately, this meant that the survey invitations were not consistently sent out and enrolment in the research during the initial few months of data collection was very slow. This was further compounded by staffing changes in two of the partner organisations, which delayed

recruitment into the study for those organisations by 6 months. Once I was given permission to liaise directly with incumbent volunteers in each of the four organisations, enrolment into the research increased, and I had a successful couple of months of study recruitment until the research was once again disrupted by the COVID-19 pandemic. While data collection was originally planned to continue into 2020, the pandemic put a pause on data collection until March 2021 and the decision had to be made to use what data was available for the thesis.

The COVID-19 pandemic also had wider economic, social, and political implications that undermined my confidence in the integrity of my ‘objective’ data variables. An important part of my quantitative research design was to use organisational data to measure key outcomes of interest, including promotion, turnover, and future volunteer participation. As the COVID-19 pandemic resulted in extraneous restructuring and lay-offs within the organisations I was conducting the research with and disrupted many scheduled corporate volunteering programs due to restrictions and lockdowns, this likely introduced additional ‘noise’ into the data being collected. This additional ‘noise’ in the data might explain the lack of significant relationships between my ‘objective’ measures and other variables in my models as I was not privy to the underlying reasons for turnover, promotion or future volunteer participation. For example, the non-significant findings for promotion may be attributed to austerity measures within the volunteer-providing organisations rather than the experience of volunteering. In other words, I cannot rule out substantial confounding effects in my data.

My quantitative design was longitudinal and multi-source, giving some grounds to reduce concerns about the temporal precedence of volunteer participation prior to outcomes (Podsakoff et al., 2003; 2012). However, the data was still associative in nature as there was no control group of non-volunteers. My research focused only on individuals who participated

in a corporate volunteering program. While this was appropriate to examine the characteristics of corporate volunteering programs that impact on the outcomes achieved by the three stakeholders, comparing to a control group of non-volunteers would have strengthened the conclusions that could be made around the stakeholder outcomes of corporate volunteering. A controlled study in which the outcome from those participating in corporate volunteering can be directly compared with those who are part of a control group would have been the ideal design.

4.3.6 MEASURES

The constructs in the quantitative phase of the research were measured using a combination of volunteers' self-reports, matching supervisor assessments and archival data collected from the volunteer-providing organisations. The surveys used established measures, adapted for the context. The surveys contained focal variables to be included in the quantitative study along with variables of interest to the participating organisations. Therefore, not all the variables found in the survey instrument are included in the final quantitative analysis. Copies of all survey instruments are presented in **Appendix C**.

To assess the convergent and discriminant validity of all the construct measures in each statistical model in the quantitative phase of this thesis (Model 1 – Model 3), an Exploratory Factor Analysis (EFA) using Maximum Likelihood with Oblimin Rotation was implemented for all the multi-item measures (Fabrigar & Wegener, 2012). Maximum likelihood was used as it is preferred over principles components analysis when seeking to understand the latent factors or constructs that account for the shared variance among items (Bandalos & Finney, 2018). Factors with eigenvalues greater than one were retained. Oblimin rotation was used

because there was no basis upon which to assume that the factors were orthogonal. I confirmed the distinction between the measures in each model through a confirmatory factor analysis (CFA). I fit the model using lavaan version 0.6-8 (Rossee1, 2012) in RStudio version 1.4.1103 (R Core Team, 2020). I used maximum likelihood estimation, with full information maximum likelihood (FIML) for the missing data. I standardised the latent factors, allowing free estimation of all factor loadings. The measures used for each statistical model in Phase II, including their Cronbach’s alpha (scale reliability) and CFA (scale validity) results are outlined in greater detail below. The EFA results are presented in **Appendix D**.

4.3.6.1 Measures of Variables in Model 1A

Model 1A examines whether, how, and when volunteer participation leads to employee career progression. I test whether the relationship between volunteer participation and career progression can be explained by increased proactive work behaviour and whether the mediated relationship between volunteer participation and career progression changes depending on the extent of skill development from volunteering or level of job autonomy back at work. **Table 4.3.2** presents the variables used in Model 1A.

Table 4.3.3

Overview of variables in Model 1A

Independent variable:

Volunteer participation	Volunteer participation, the key independent (predictor) variable across all three sections of the quantitative research was measured by gauging the extent of volunteer involvement through the question: <i>“Is this your first time participating as a volunteer for [the VIO]? If</i>
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no, how many volunteer programs have you participated in, to date?” Participants that indicated that this was their first time volunteering were given a score of 1. Participants that indicated they had participated in X programs previously were given a score of X + 1.

Mediator:

Proactive work behaviour (T1 $\alpha = .92$) (T2 $\alpha = .92$) Proactive work behaviour was measured using three items from the ‘individual task proactivity’ subscale of work performance (Griffin et al., 2007). Example items include: “*To what extent does your staff member initiate better ways of doing their work?*” and “*To what extent does your staff member come up with ideas to improve the way their work is done?*” It was measured on a 5-point Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent’.

Moderator/s:

Skill development ($\alpha = .90$) Skill development from volunteering was measured using three items from Taylor & Pancer’s (2007) ‘Learning Skills’ subscale of the Inventory of Service Experience. These items have previously been used to measure skill development in the corporate volunteering context (Hu et al., 2016). An example item is “*During the [corporate volunteering program], to what extent did you learn new ways of thinking or doing things?*” Skill development was measured on a 5-point Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent’.

Job autonomy
($\alpha = .86$)

Job autonomy was measured using three items taken from the Work Design Questionnaire (Morgeson & Humphrey, 2006). Example items include: “*To what extent can you plan how you do your work?*” and “*To what extent can you use personal initiative or judgement in carrying out your work?*” Job autonomy was measured on a 5-point Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent’.

Outcome:

Career progression

Objective promotion data six months post survey collection completion was provided by the HR departments of the four participating organisations for all corporate volunteers who gave their consent (n = 124). It was provided as a binary variable (promoted / not promoted).

Control variable/s:

Core task
proficiency
(T1 $\alpha = .91$)
(T2 $\alpha = .92$)

To isolate the effect of proactive work behaviour on career progression over and above the effect of the proficiency with which employees perform their core job tasks, I control for core task proficiency in this model. Proficient work behaviour was measured using three items from the ‘individual task proficiency’ subscale of work performance (Griffin et al., 2007). Example items include: “*To what extent does your staff member complete their work proficiently?*” and “*To what extent does your staff member ensure their work is completed properly?*” It was measured on a 5-point

Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent’.

Role tenure Employees’ role tenure was included as a control as it has been shown to affect both performance ratings and promotion likelihood (Bergeron et al., 2018). It was measured using the question: “*How long have you worked in your role? ___ years, ___ months.*”

4.3.6.2 Scale Validity of Model 1A

The EFA results revealed four factors with eigenvalues over Kaiser’s criterion of 1, which in total account for 83% of the variance in the study sample, indicating that each of the measures is distinct from each other. This implies that there are four distinct variables or constructs, including core task proficiency, proactive work behaviour, skill development and job autonomy. The reliability of all scales was good, with coefficient alpha scores ranging from 0.86 to 0.92. The final items and their factor loadings are shown in Appendix D (**Table D1**). I confirmed the distinction between the measures of core task proficiency, proactive work behaviour, skill development and job autonomy through a CFA. The fit indices for the 4-factor model are $\chi^2 = 16.822$, $p = 0.86$; Root Mean Square Error of Approximation (RMSEA) = 0.00; Comparative Fit Index (CFI) = 1.00; Tucker Lewis Index (TLI) = 1.02 and Standardised Root Mean Square Residual (SRMR) = 0.06. Fit indices for an alternative 1-factor model are $\chi^2 = 322.10$, $p = 0.00$; RMSEA = 0.29; CFI = 0.38; TLI = 0.18 and SRMR = 0.26. Previous research suggests that a RMSEA <.08, CFI > .90, TLI >.90 and SRMR <.08 indicate good model fit (Bentler & Bonett, 1980; Browne & Cudeck, 1993; Hu & Bentler, 1999; Kline, 2004).

Comparing the 4-factor model to the 1-factor model confirms that the 4-factor model fit my data best. The CFA thus confirmed the validity of all the multi-item measures in Model 1A.

4.3.6.3 Measures of Variables in Model 1B

Model 1B tests whether the relationship between volunteer participation and career progression can be explained by supervisor reward recommendations and whether the mediated relationship between volunteer participation and career progression changes depending on the extent to which supervisors perceive their subordinates to be development or escapism motivated. **Table 4.3.3** presents the variables used in Model 1B.

Table 4.3.4

Overview of variables in Model 1B

Independent variable:

Volunteer participation	As in Model 1A, volunteer participation was measured by gauging the extent of volunteer involvement through the question: <i>“Is this your first time participating as a volunteer for [the VIO]? If no, how many volunteer programs have you participated in, to date?”</i>
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Mediator:

Supervisor reward recommendations ($\alpha = .75$)	Supervisor reward recommendations were measured using three items drawn from Kiker & Motowidlo (1999). These items have previously been used to measure supervisor reward recommendations in the corporate volunteering context (Rodell & Lynch, 2016). Example items include: <i>“I would recommend this staff member for a promotion”</i> and <i>“I would recommend this staff</i>
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member for a salary increase”. They were measured on a 5-point Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent’.

Moderator/s:

Supervisor-attributed volunteer motives Supervisors were asked to rate the extent to which they believed several statements reflected their staff member’s motives for participating in the corporate volunteering program, measured on a 5-point Likert scale where 1 was ‘not at all for this reason’ and 5 was ‘completely for this reason’.

- **Attribution of development motives** ($\alpha = .90$) was measured using three items adapted for the context from the ‘Understanding’ subscale of the Volunteer Functions Inventory (VFI, Clary et al., 1998). An example item is “*My staff member is motivated to participate to facilitate their learning and development.*”
- **Attribution of escapism motives** ($\alpha = .59$) was measured using 3 items adapted for the context from the ‘Task Avoidance’ subscale of the OCB-Intentionality Scale (Macdougall, 2015). An example item is “*My staff member is motivated to participate to have a break from their everyday job.*”

Outcome:

Career progression Objective promotion data six months post survey collection completion was provided by the HR departments of the four participating organisations for all corporate volunteers who gave

their consent (n = 124). It was provided as a binary variable (promoted / not promoted).

Control variable/s:

Employees' age and role tenure were included as control variables as they have been shown to affect supervisor reward recommendations and promotion likelihood (Bergeron et al., 2018).

Age Age was measured using the question: "*What is your date of birth?*" and calculating the age by subtracting the birthday from the date of the final analysis.

Role tenure Role tenure was measured using the question: "*How long have you worked in your role? ___ years, ___ months.*"

4.3.6.4 Scale Validity of Model 1B

From the EFA three factors emerged with eigenvalues over Kaiser's criterion of 1, which in total account for 71% of the variance in the study sample, indicating that each of the measures is distinct from each other. This implies that there are three distinct variables or constructs, including supervisor reward recommendations, supervisor attribution of development motives and supervisor attribution of escapism motives. A single measurement item (escapism attributions item 3) did not load well on any factor (factor loading of 0.39). The item was a measure of escapism motive attributions which states: "*My staff member is motivated to participate as a volunteer in order to get out of doing their work.*" It is possible that this

occurred because of the low number of initial responses in the original (available case) dataset for Model 1B ($n = 37$). When the item was removed and the EFA re-run, only two factors emerged, with the remaining two escapism motive attribution items no longer loading well onto any factor. This suggests that escapism motive attributions item 3 was holding the factor structure together and the decision was thus made to keep the item and preserve the integrity of the scale. The reliability of all scales was acceptable, with coefficient alpha scores ranging from 0.62 to 0.93. The scale items and their factor loadings are shown in Appendix D (**Table D2**). I confirmed the distinction between the measures of supervisor reward recommendations, supervisor-attributed development motives and supervisor-attributed escapism motives through a CFA. The fit indices for the 3-factor model are $\chi^2 = 21.69, p = 0.60$; RMSEA = 0.00; CFI = 1.00; TLI = 1.03 and SRMR = 0.08, indicating a good model fit. Fit indices for an alternative 1-factor model are $\chi^2 = 52.36, p = 0.00$; RMSEA = 0.16; CFI = 0.81; TLI = 0.76 and SRMR = 0.13. Comparing the 3-factor model to the 1-factor model confirms that the 3-factor model fit my data best. The CFA thus confirmed the validity of all the multi-item measures in Model 1B.

4.3.6.5 Measures of Variables in Model 2

Model 2 examines the relationship between corporate volunteering participation and employee turnover intentions / employee turnover at the volunteer-providing organisation. I test whether the relationship between volunteer participation and turnover intentions / turnover can be explained by levels of organisational identification, and whether this relationship changes depending on the extent to which volunteers perceive their organisation to be altruistically or egoistically motivated and the extent to which they anticipate making a prosocial impact while volunteering. **Table 4.3.4** presents the variables used in Model 2.

Table 4.3.5

Overview of variables in Model 2

Independent variable:

Volunteer participation Volunteer participation was measured by gauging the extent of volunteer involvement through the question: *“Is this your first time participating as a volunteer for [the VIO]? If no, how many volunteer programs have you participated in, to date?”*

Mediator:

Organisational identification (T1 $\alpha = .93$) (T2 $\alpha = .89$) Organisational identification was measured using a 5-item scale from Edwards & Peccei (2007). Example items include: *“My employment at [the VPO] is a big part of who I am”* and *“I feel strong ties with [the VPO]”*. It was measured on a 5-point Likert scale where 1 was ‘strongly disagree’ and 5 was ‘strongly agree’.

Moderator/s:

Volunteer-attributed organisational motives Volunteers were asked to rate the extent to which they believed several statements reflected their organisation’s motives for offering the corporate volunteering program to staff, measured on a 5-point Likert scale where 1 was ‘not at all for this reason’ and 5 was ‘completely for this reason’.

- **Attribution of altruistic motives** ($\alpha = .62$) was measured using 3 items from Vlachos and colleagues (2017). An example item is *“My organisation offers corporate volunteering because it is genuinely concerned about the community.”*

- **Attribution of egoistic motives** ($\alpha = .85$) was measured using 3 items adapted from Gatignon-Turnau & Mignonac (2015). An example item is *“My organisation offers corporate volunteering because it expects that it will have positive spin-off in terms of its external image.”*

Anticipated prosocial impact ($\alpha = .91$) Anticipated prosocial impact was measured using 4 items from Grant (2008), adapted for context. Participants were asked to rate the extent to which they agree with several statements, measured on a 5-point Likert scale where 1 was ‘strongly disagree’ and 5 was ‘strongly agree’. An example item is *“I feel that being a volunteer will make a positive difference in young people’s lives.”*

Outcome:

Turnover intentions ($\alpha = .89$) Turnover intentions were measured using a 3-item scale developed by Cammann, Fichman, Jenkins & Klesh (1983). Participants were asked to rate the extent to which they agree with several statements, measured on a 5-point Likert scale where 1 was ‘strongly disagree’ and 5 was ‘strongly agree’. An example item is *“I am starting to ask my contacts about other job possibilities”*.

Turnover Objective attrition data 6 months post survey collection completion was provided by the HR departments of the four participating organisations for all corporate volunteers who gave their consent (n

= 124). It was provided as a binary variable (stayed/left). I was not privy to the reason for employee turnover.

4.3.6.6 Scale Validity of Model 2

The EFA resulted in five factors with eigenvalues over Kaiser's criterion of 1, which in total account for 77% of the variance in the study sample, indicating that each of the measures is distinct from each other. This implies that there are five distinct variables or constructs, including organisational identification, employee attribution of altruistic organisational motives, employee attribution of egoistic organisational motives, anticipated prosocial impact and turnover intentions. A single measurement item (altruistic attribution item 2) did not load well on any factor (factor loading of 0.35). The item was a measure of altruistic motive attribution which states: "*My organisation offers corporate volunteering to staff because it feels morally obligated to help.*" When the item was removed and the EFA re-run, the organisational identification items no longer loaded cleanly onto one scale. This suggests that altruistic attribution item 2 was holding the factor structure together and the decision was thus made to keep the item and preserve the integrity of the scale. The reliability of all scales was acceptable, with coefficient alpha scores ranging from 0.68 to 0.93. The items and their factor loadings are shown in Appendix D (**Table D3**). I confirmed the distinction between the measures through a CFA. The fit indices for the 5-factor model are $\chi^2 = 249.32$, $p = 0.00$; RMSEA = 0.09; CFI = 0.89; TLI = 0.87 and SRMR = 0.10. As the indices were not as strong as they could be, I compared the 5-factor model with an alternative 1-factor model. Fit indices for the alternative 1-factor model are $\chi^2 = 808.62$, $p = 0.00$; RMSEA = 0.20; CFI = 0.41; TLI = 0.33 and SRMR = 0.31. Comparing the 5-factor model to the 1-factor model confirms that

the 5-factor model fit my data best. The CFA thus confirmed the validity of all the multi-item measures in Model 2.

4.3.6.7 Measures of Variables in Model 3

Model 3 examines whether the relationship between corporate volunteering participation and (a) cause championing behaviours and (b) future volunteer intentions / future volunteer participation can be explained by the level of identification with the volunteer role, and whether these relationships change depending on employee motives for volunteering. **Table 4.3.5** presents the variables used in Model 3.

Table 4.3.6

Overview of variables in Model 3

Independent variable:

Volunteer participation	Volunteer participation was measured by gauging the extent of volunteer involvement through the question: <i>“Is this your first time participating as a volunteer for [the VIO]? If no, how many volunteer programs have you participated in, to date?”</i>
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Mediator:

Volunteer role identification ($\alpha = .84$)	Volunteer role identification was measured using three items from Grube & Piliavin (2000). An example item is <i>“Volunteering with [the VIO] is an important part of who I am”</i> . It was measured on a 5-point Likert scale where 1 was ‘to no extent’ and 5 was ‘to a very large extent.’
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Moderator/s:

Volunteer motives Motivation for volunteering was measured using the Multidimensional Work Motivation Scale (Gagné et al., 2015). Participants were asked to indicate the extent to which twelve statements reflected their motives for volunteering, rated on a 5-point scale where 1 was ‘not at all for this reason’ and 5 was ‘completely for this reason’. All items were modified to be future-orientated.

- **Intrinsic motives** ($\alpha = .72$): A sample item for intrinsic motivation reads “*I’m motivated to participate because I expect to have fun during the program.*”
- **Identified motives** ($\alpha = .77$): A sample item for identified motivation reads “*I’m motivated to participate because I believe the program will have personal significance to me.*”
- **Introjected motives** ($\alpha = .68$): A sample item for introjected motivation reads “*I’m motivated to participate because I will feel bad about myself if I don’t.*”
- **Extrinsic motives** ($\alpha = .91$): A sample item for extrinsic motivation reads “*I’m motivated to participate to gain others’ approval (e.g., colleagues, team or supervisor).*”

Outcome/s:

Cause championing behaviours ($\alpha = .93$) Cause championing behaviours were measured using three items from Garner & Garner (2011). Example items include “*I tell others about the positive experiences that I had volunteering [the VIO]*” and “*I encourage others to volunteer with [the VIO]*.”

Future volunteer intentions ($\alpha = .90$)	Intentions to sustain volunteering in the future was measured using three items from Garner & Garner (2011). Example items include “ <i>I plan to volunteer with [the VIO] in the future</i> ” and “ <i>I hope that volunteering with [the VIO] is part of my life for years to come</i> ”.
Future volunteer participation	Data on volunteer participation was sought from the ABCN six months post survey collection completion for all corporate volunteers who gave their consent (n = 127). It was provided as a binary variable (volunteered / did not volunteer).

4.3.6.8 Scale Validity of Model 3

First, the Multidimensional Work Motivation Scale (Gagné et al., 2015) was subjected to an EFA to explore whether the data naturally results in a four-factor model reflecting internally consistent subscales for the four categories of motives – intrinsic and identified motives (reflecting autonomous types of motivation) and introjected and extrinsic motives (reflecting controlled types of motivation). Four factors emerged with eigenvalues over Kaiser’s criterion of 1, indicating that each of the four types of motivation is distinct from each other. The reliability of all the sub-scales was acceptable, with coefficient alpha scores ranging from 0.68 to 0.931. The items and their factor loadings are shown in Appendix D (**Table D4**). I then subjected volunteer role identification, cause championing behaviours and future volunteer intentions to an EFA. Three factors emerged with eigenvalues over Kaiser’s criterion of 1, indicating that each variable, or construct is distinct from each other. The reliability of all scales was good, with coefficient alpha scores ranging from 0.84 to 0.93. The items and their factor loadings are shown in Appendix D (**Table D5**). I then confirmed the distinction between the measures through a CFA. The fit indices for the 7-factor model are $\chi^2 = 257.68$, $p = 0.00$;

RMSEA = 0.07; CFI = 0.94; TLI = 0.93 and SRMR = 0.08. Fit indices for an alternative 1-factor model are $\chi^2 = 1019.83$, $p = 0.00$; RMSEA = 0.20; CFI = 0.45; TLI = 0.39 and SRMR = 0.136. Comparing the 7-factor model to the 1-factor model confirms that the 7-factor model fit my data best. The CFA thus confirmed the validity of all the multi-item measures in Model 3.

4.3.7 ANALYTICAL STRATEGY

4.3.7.1 Hypothesis Testing

Each statistical model in the quantitative research is a moderated mediation model or conditional process model (Hayes, 2013). I tested my hypotheses using multiple regression, in two interlinked steps. First, I examined a simple mediation model. Second, I integrated the proposed moderating variables into the model and tested the overall moderated mediation model. I followed Edwards & Lambert's (2007) procedures for examining moderated mediation effects. Prior to the moderation analyses, all continuous predictor variables were mean centered to reduce multicollinearity (Cohen, Cohen, West, & Aiken, 2003). I estimated the regression equations and obtained bias-corrected bootstrapped confidence intervals (using 10,000 bootstrap samples) for the conditional indirect effects at high and low levels (one standard deviation) of each of the hypothesised moderator variables. If significant differences exist between the indirect effect coefficients at high and low levels of each hypothesised moderator variable, then moderated mediation exists. To estimate the mediation, moderation, and moderated mediation effects, I used Model 4 (mediation) and Model 7 (moderated mediation) of the SPSS PROCESS macro version 3.5.3 designed by Hayes (2021). Finally, to explore the nature of each interaction, I plotted the interaction effects at one standard deviation above and below the mean of each moderator (Aiken & West, 1991; Aguinis & Gottfredson, 2010).

4.3.7.2 Treatment of Missing Data

As is commonplace in longitudinal organisational research (e.g., Caligiuri et al., 2013), I had a relatively high drop-out rate, such that only 58% of participants answered my surveys at all three points in time. I also had high levels of non-response from supervisors, as many individuals did not give permission for their supervisors to be contacted, supervisors chose not to participate or were unavailable to participate at the time of the study. Matching supervisor data at two points in time was thus only available for 20% of participants. Therefore, I used multiple imputation (MI), which is a statistical procedure for handling missing data that is designed to minimise bias attributable to item nonresponse. In multiple imputation, complete datasets are generated by imputing two (or more) plausible values for each missing variable, then pooling the results across the imputed datasets (Rubin, 2004).

Multiple imputation has been demonstrated to be more advantageous compared to methods such as listwise deletion and mean substitution because it maintains the natural variability in the missing data while preserving variable relationships (Eekhout et al., 2014; Rubin, 2004). Following the guideline of imputing the same number of datasets as the percentage of cases missing item responses (White, Royston, & Wood, 2011), I imputed 80 datasets using SPSS, which automatically detects the distribution and pattern of missing responses and imputes plausible values accordingly (Asendorpf, van de Schoot, Denissen & Hutteman, 2014). The results presented in the research results represent the pooled results.

SECTION 4.4

QUANTITATIVE RESEARCH RESULTS

4.4.1 CORPORATE VOLUNTEERING AND VOLUNTEER CAREER PROGRESSION

4.4.1.1 Model 1A - The impact of volunteer participation on employee career progression through changes in proactive work behaviour

Model 1A examines *whether*, *how*, and *when* volunteer participation leads to employee career progression (i.e., promotion status 12-24-months after volunteer participation). First, I test whether the relationship between volunteer participation and career progression can be explained by increased proactive work behaviour (i.e., supervisor-rated change in proactive work behaviour) over and above any increases to the proficiency with which employees perform their core job tasks (i.e., any supervisor-rated change in core task proficiency). Second, I test whether the mediated relationship between volunteer participation and career progression changes depending on the extent of skill development from the volunteering or level of job autonomy back at work. I include employees' role tenure as a control as it has been shown to affect both performance ratings and promotion likelihood (Bergeron et al., 2018).

Table 4.4.1 presents the descriptive statistics, variable intercorrelations and reliability estimates (Cronbach's alpha) for the variables in Model 1A. Results in Table 5.5 show that supervisor ratings of subordinate core task proficiency and proactive work behaviour were significantly related to each other. This is to be expected, as various dimensions of work performance are generally found to be related to one another (Bergeron et al., 2018) and an employee's performance at one point in time should be related to their performance at another point in time. In addition, individuals that displayed higher core task proficiency before volunteering were more likely to report developing work-related skills after volunteering. Interestingly and unexpectedly, volunteer participation and career progression were not significantly related to any other variables in the model.

Table 4.4.1*Model 1A means, standard deviations, variable intercorrelations and reliability estimates*

Variable	M	SD	1	2	3	4	5	6	7	8	9
1. Volunteer participation (number of programs; T1)	1.26	2.31	-								
2. Role tenure (in years; T1)	2.36	3.59	0.07	-							
3. Core task proficiency (supervisor-rated; T1)	4.38	0.31	0.04	-0.01	.91						
4. Core task proficiency (supervisor-rated; T2)	4.31	0.30	-0.01	-0.05	0.42**	.92					
5. Proactive work behaviour (supervisor-rated; T1)	3.87	0.46	-0.12	-0.09	0.61**	0.35**	.92				
6. Proactive work behaviour (supervisor-rated; T2)	3.56	0.37	0.01	-0.04	0.29**	0.60**	0.50**	.92			
7. Skill development (volunteer-rated; T2)	3.54	0.76	0.13	-0.03	0.21*	0.15	0.02	-0.01	.90		
8. Job autonomy (volunteer-rated; T1)	4.00	0.76	0.07	-0.04	0.16	0.12	0.00	0.08	0.09	.86	
9. Career progression (0 = not promoted; 1 = promoted; T4)	0.26	0.44	-0.18	-0.10	0.06	0.07	0.11	0.09	0.14	0.03	-

Note. M and SD are used to represent mean and standard deviation, respectively. † indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$.

T1 = pre-volunteering; T2 = post-volunteering; T3 = 4–6-week follow-up; T4 = 12–24-month follow-up.

Cronbach's alpha is shown on the diagonal. N = 113 – 121.

Firstly, Model 1A suggests an indirect path, whereby the positive relationship between volunteer participation and career progression is expected to be mediated by change in employee proactive work behaviour. **Table 4.4.2** shows the path coefficients for the effect of volunteer participation and its interactions with skill development and job autonomy on career progression through change in proactive work behaviour. As shown in Table 4.4.2, accounting for the effect of employee role tenure, change in core task proficiency (T1 + T2) and proactive work behaviour at baseline (T1), the direct effect of volunteer participation on proactive work behaviour (T2) is not statistically significant [$b = 0.02, p = 0.19, 95\% \text{ CI} = (-0.01, 0.04)$] and neither is the path from proactive work behaviour (T2) to career progression (T4) [$b = 0.42, p = 0.60, 95\% \text{ CI} = (-1.15, 2.01)$]. Furthermore, the indirect (mediated) effect of volunteer participation on career progression through proactive work behaviour is not significant [$b = 0.01, 95\% \text{ CI} = (-0.02, 0.05)$]. I thus found no support for Hypotheses 1a-c.

Secondly, Model 1A suggests that skill development and job autonomy moderate the path from volunteer participation to proactive work behaviour. As Table 4.4.2 shows, the interaction between volunteer participation and skill development is approaching statistical significance [$b = 0.03, p = 0.06, 95\% \text{ CI} = (-0.00, 0.06)$]. Demonstrating the nature of the interaction, **Table 4.4.3** shows the estimates for the conditional effect of volunteer participation on supervisor-rated change in proactive work behaviour at ± 1 standard deviation of volunteer-rated skill development from volunteering. As can be seen in Table 4.4.3, the relationship between volunteer participation and proactive work behaviour is positive and statistically significant when skill development is high [$b = 0.04, p = 0.03, 95\% \text{ CI} = (0.01, 0.07)$] and negative (but not statistically significant) when skill development is low [$b = -0.01, p = 0.59, 95\% \text{ CI} = (-0.04, 0.02)$]. To explore the nature of the interaction, I plotted the interaction effects at one standard deviation above and below the mean of skill development (Aiken & West, 1991;

Aguinis & Gottfredson, 2010). As is further illustrated in **Figure 4.10**, the results show that when skill development from volunteering is high, participation in corporate volunteering is associated with increases in proactive work behaviour, providing support for Hypothesis 2a. The interaction between volunteer participation and job autonomy is not statistically significant [$b = -0.01$, $p = 0.70$, 95% CI = (-0.04, 0.03)]. As there is no evidence that the relationship between volunteer participation and proactive work behaviour is moderated by job autonomy, I found no support for Hypothesis 2b.

Thirdly, I tested whether change in proactive work behaviour mediates the moderating effect of skill development and job autonomy on the relationship between volunteer participation and career progression (Hypotheses 3a – 3b). As can be seen in **Table D6** in Appendix D, the effect of both moderating variables on the indirect effect fell between the lower and upper bound of the confidence intervals at all levels of both moderators, indicating no evidence of moderated mediation. Hypothesis 3a and 3b were thus not supported.

Table 4.4.2

Path coefficients for the effects of volunteer participation and its interactions with skill development and job autonomy on employee career progression (i.e., promotion) through change in supervisor-rated proactive work behaviour

From → To	Outcome: Proactive work behaviour (T2; supervisor-rated)				Outcome: Career progression (T4; organisational records)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Controls								
Role tenure (in years)	0.00	0.01	-0.01	0.02	-0.07	0.08	-0.22	0.09
Supervisor-rated core task proficiency (T1)	-0.28*	0.11	-0.50	-0.05	0.19	1.02	-1.81	2.19
Supervisor-rated core task proficiency (T2)	0.66**	0.10	0.47	0.85	-0.06	1.00	-2.03	1.91
Supervisor-rated proactive work behaviour (T1)	0.39**	0.07	0.24	0.54	0.34	0.72	-1.07	1.74
Direct effects on mediator								
Volunteer participation [A]	0.02	0.01	-0.01	0.04				
Skill development [B]	-0.04	0.04	-0.11	0.03				
Job autonomy [C]	0.03	0.04	-0.05	0.10				
First stage interactions								
A x B	0.03†	0.02	-0.00	0.06				
A x C	-0.01	0.02	-0.04	0.03				
Direct effects on dependent variable								
Volunteer participation					-0.34†	0.19	-0.71	0.03
Supervisor-rated proactive work behaviour (T2)					0.40	0.81	-1.19	1.99
Mediating (indirect) effects								
Vol participation → Supervisor-rated proactive work behaviour (T2) → career progression (i.e., promotion)					0.01	0.02	-0.02	0.05
Overall model summary	R ² = .51				Pseudo R ² = .06			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero. The mediation results are expressed in a log-odds metric. T1 = pre-volunteering; T2 = post-volunteering; T4 = approx. 12–24-month follow-up. † indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 113.

Table 4.4.3

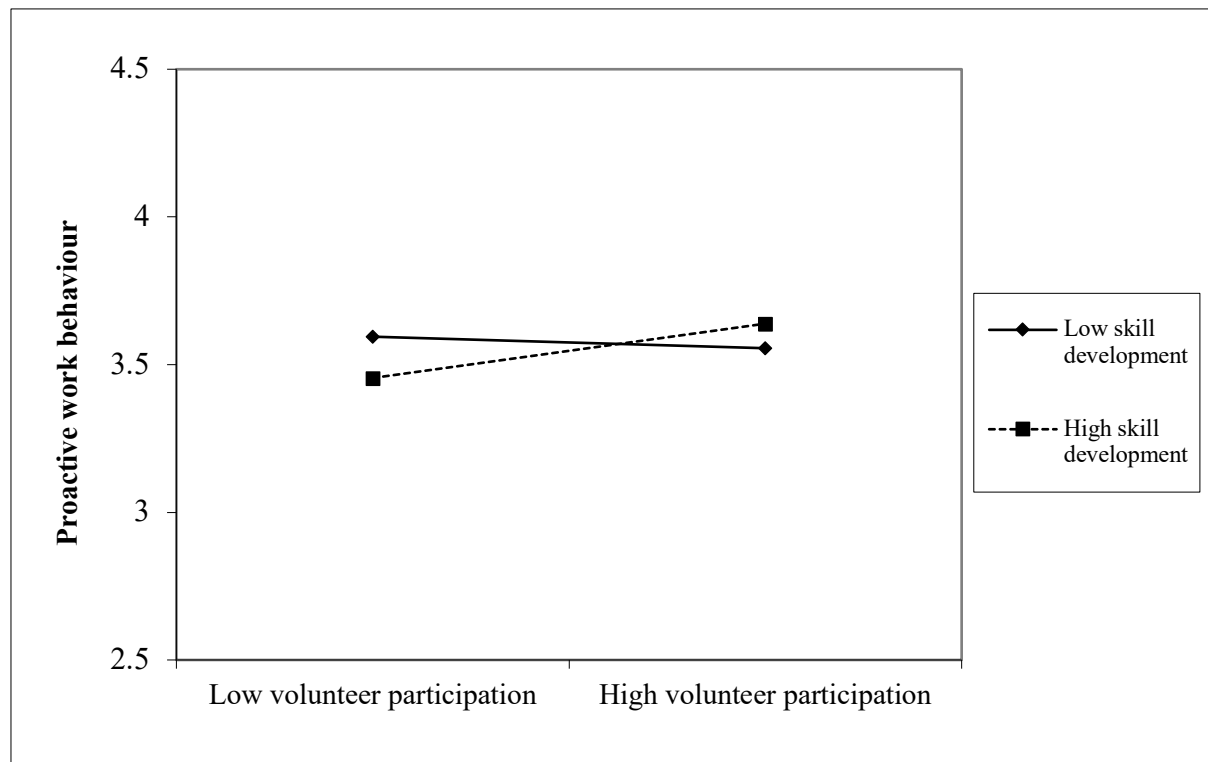
Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional effect of volunteer participation on change in proactive work behaviour at ± 1 standard deviation of skill development

Moderator	Level	<i>b</i>	SE	LL	UL
Skill development	High (+1SD)	0.04	0.02	0.01	0.07
	0	0.02	0.01	- 0.01	0.04
	Low (-1SD)	- 0.01	0.02	- 0.04	0.02

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. *N* = 113.

Figure 4.10

Moderating effect of skill development on the volunteer-participation – change in proactive work behaviour relationship



4.4.1.2 Model 1A - The impact of volunteer participation on employee career progression through supervisor reward recommendations

Model 1B tests whether the relationship between volunteer participation and career progression (i.e., promotion status 12-24-months after volunteer participation) can be explained by supervisor reward recommendations, including whether to prioritise an employee for high profile projects, salary increases or promotion. Additionally, Model 1B tests whether this mediated relationship between volunteer participation and career progression changes depending on whether supervisors attribute subordinate motives for volunteering to a desire for professional development (attribution of development motives) or a desire for escape (attribution of escapism motives). Employees' age and role tenure were included as control variables as they have been shown to affect supervisor reward recommendations and promotion likelihood (Bergeron et al., 2018).

Table 4.4.4 presents the descriptive statistics, variable intercorrelations and reliability estimates for the variables in Model 1B. Results in Table 4.4.4 show that higher participation in corporate volunteering was positively related to older age [$r = 0.24, p = 0.01$], positively related to supervisor attribution of subordinate escapism motives [$r = 0.24, p = 0.01$] and negatively related to career progression [$r = -0.18, p = 0.06$]. I also found that supervisor attribution of subordinate development motives was positively related to supervisor reward recommendations [$r = 0.50, p = 0.00$]. Interestingly, supervisor reward recommendations and objective career progression did not seem related to each other [$r = 0.08, p = 0.41$].

Table 4.4.4*Model 1B means, standard deviations, variable intercorrelations and reliability estimates*

Variable	M	SD	1	2	3	4	5	6	7
1. Volunteer participation (number of programs; T1)	1.26	2.31	-						
2. Age (in years, T1)	36.71	10.29	0.24*	-					
3. Role tenure (in years; T1)	2.36	3.59	0.07	0.33**	-				
4. Attribution of development motives (supervisor-rated; T1)	4.10	0.40	0.02	-0.10	0.09	.90			
5. Attribution of escapism motives (supervisor-rated; T2)	1.60	0.30	0.24**	-0.00	0.01	-0.01	.59		
6. Reward recommendations (supervisor-rated; T2)	3.77	0.34	0.09	-0.23*	-0.02	0.50**	-0.04	.75	
7. Career progression (0 = not promoted; 1 = promoted; T4)	0.26	0.44	-0.18†	-0.23*	-0.10	0.11	0.03	0.08	-

Note. M and SD are used to represent mean and standard deviation, respectively. † indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. T1 = pre-volunteering; T2 = post-volunteering; T4 = 12–24-month follow-up. Cronbach's alpha is shown on the diagonal. N = 107 – 121.

Firstly, Model 1B suggests an indirect path, whereby the relationship between volunteer participation and career progression is expected to be mediated by supervisor reward recommendations. **Table 4.4.5** shows the path coefficients for the effect of volunteer participation and its interactions with supervisor attribution of subordinate development and escapism motives on career progression through supervisor reward recommendations. As shown in Table 4.4.5, controlling for age and role tenure, the direct effect of volunteer participation on supervisor reward recommendations is positive but not statistically significant [$b = 0.02$, $p = 0.24$, 95% CI = (-0.01, 0.04)], as is the path from supervisor reward recommendations to career progression [$b = 0.58$, $p = 0.43$, 95% CI = (-0.87, 2.04)]. This indicates that volunteers that have participated in more corporate volunteering programs are no more likely to receive high levels of reward recommendations from their supervisors than those that have engaged in fewer corporate volunteering programs, and that, in turn, volunteers receiving high levels of reward recommendations from their supervisors are no more likely to be promoted than those receiving low levels of reward recommendations. Furthermore, the indirect (mediated) effect of volunteer participation on career progression through supervisor reward recommendations is not significant [$b = 0.01$, 95% CI = (-0.04, 0.06)]. I thus found no support for Hypotheses 4a-c.

Secondly, Model 1B suggests that supervisor attributions of subordinate motives for volunteering (development motives or escapism motives) moderate the path from volunteer participation to supervisor reward recommendations. As Table 4.4.5 shows, the interaction between volunteer participation and supervisor attribution of development motives is statistically significant [$b = 0.08$, $p = 0.01$, 95% CI = (0.02, 0.14)]. Demonstrating the nature of the interaction, **Table 4.4.6** shows the estimates for the conditional effect of volunteer participation on supervisor reward recommendations at ± 1 standard deviation of supervisor

attribution of subordinate development motives. As can be seen in Table 4.4.6, the relationship between volunteer participation and supervisor reward recommendations is positive and statistically significant when supervisor attribution of development motives is high [$b = 0.05$, $p = 0.00$, 95% CI = (0.02, 0.08)] and negative (but not statistically significant) when supervisor attribution of development motives is low [$b = -0.02$, $p = 0.37$, 95% CI = (-0.06, 0.02)]. As is further illustrated in **Figure 4.11**, the results show that when supervisors perceive that their subordinate is highly motivated to develop new skills through volunteering, participation in corporate volunteering is associated with increased supervisor reward recommendations, providing support for Hypothesis 5a. The interaction between volunteer participation and supervisor attribution of subordinate escapism motives is not statistically significant [$b = 0.04$, $p = 0.12$, 95% CI = (- 0.01, 0.10)] and I thus found no support for Hypothesis 5b.

Thirdly, I tested whether supervisor reward recommendations mediate the moderating effect of supervisor attributions of subordinate motives (development motives or escapism motives) on the relationship between volunteer participation and career progression (Hypotheses 6a – 6b). As can be seen in **Table D7** in Appendix D, the effect of both moderating variables on the indirect effect fell between the lower and upper bound of the confidence intervals at all levels of both moderators, indicating no evidence of moderated mediation. Hypothesis 6a and 6b were thus not supported.

Table 4.4.5

Path coefficients for the effects of volunteer participation and its interactions with supervisor attributions of subordinate development and escapism motives on employee career progression (i.e., promotion) through supervisor reward recommendations

From → To	Outcome: Reward recommendations (T2; supervisor-rated)				Outcome: Career progression (T4; organisational records)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Controls								
Age (in years)	-0.01*	0.00	-0.01	0.00	-0.05	0.03	-0.10	0.01
Role tenure (in years)	-0.00	0.01	-0.02	0.01	-0.01	0.08	-0.16	0.14
Direct effects on mediator								
Volunteer participation [A]	0.02	0.01	-0.01	0.04				
Attribution of development motives [B]	0.47**	0.07	0.33	0.62				
Attribution of escapism motives [C]	-0.13	0.09	-0.31	0.06				
First stage interactions								
A x B	0.08*	0.03	0.02	0.14				
A x C	0.04	0.03	-0.01	0.10				
Direct effects on dependent variable								
Volunteer participation					-0.33†	0.19	-0.70	0.04
Reward recommendations					0.58	0.74	-0.87	2.04
Mediating (indirect) effects								
Vol participation → reward recommendations → career progression (i.e., promotion)					0.01	0.02	-0.04	0.06
Overall model summary	R ² = 0.37				Pseudo R ² = 0.09			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero. The mediation results are expressed in a log-odds metric.

T2 = post-volunteering; T4 = approx. 12–24-month follow-up.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 107.

Table 4.4.6

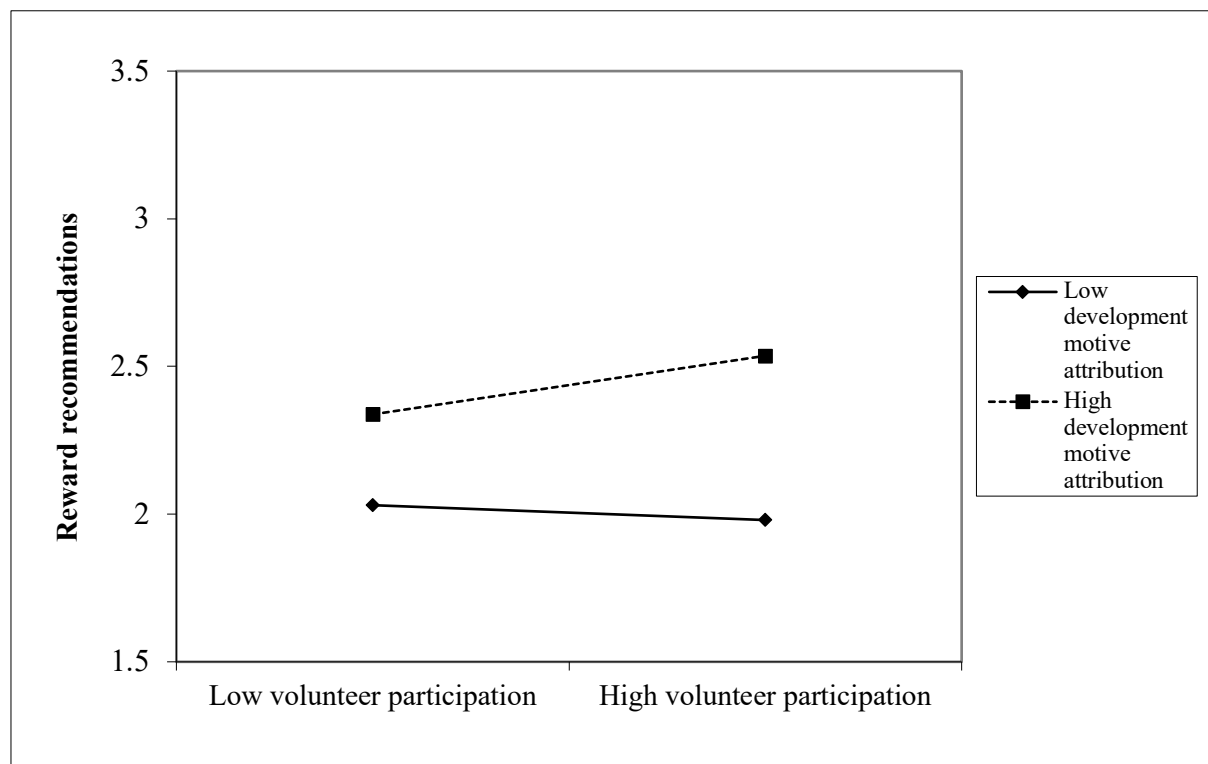
Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional effect of volunteer participation on reward recommendations at ± 1 standard deviation of supervisor attribution of subordinate development motives

Moderator	Level	<i>b</i>	SE	LL	UL
Supervisor attribution of development motives	High (+1SD)	0.05	0.02	0.02	0.08
	0	0.02	0.01	-0.01	0.04
	Low (-1SD)	-0.02	0.02	-0.06	0.02

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. N = 107.

Figure 4.11

Moderating effect of supervisor attribution of subordinate development motives on the volunteer participation – supervisor reward recommendations relationship



4.4.2 CORPORATE VOLUNTEERING AND TALENT RETENTION

In this section I report on the results of Model 2 with turnover intentions as the outcome variable. Alternative results with objective turnover as the outcome variable can be found in **Table D8** in Appendix D. None of the hypothesised relationships with turnover as the outcome were significant. Model 2 examines *whether*, *how* and *when* volunteer participation affects employee turnover intentions at the volunteer-providing organisation (i.e., volunteer-rated change in turnover intentions post volunteer participation controlling for baseline). First, I test whether the relationship between volunteer participation and turnover intentions can be explained by changes in organisational identification with the volunteer-providing organisation (i.e., volunteer-rated change in organisational identification post volunteer participation controlling for baseline). Second, I test whether this mediated relationship between volunteer participation and turnover intentions changes depending on whether employee volunteers attribute organisational motives for corporate volunteering to a desire to *do* good (attribution of altruistic motives) or a desire to *look* good (attribution of egoistic motives), as well as the extent to which they anticipate making a prosocial impact through their participation as a volunteer.

Table 4.4.7 presents the descriptive statistics, variable intercorrelations and reliability estimates for the variables in Model 2. Results in Table 4.4.7 show that volunteer participation is positively related to anticipated prosocial impact [$r = 0.23, p = 0.01$], as well as to turnover intentions [$r = 0.21, p = 0.02$]. Organisational identification (T2) is positively and significantly related to employee attribution of altruistic organisational motives [$r = 0.25, p = 0.01$] and negatively related to turnover intentions (T3) [$r = -0.42, p = 0.00$].

Table 4.4.7*Model 2 means, standard deviations, and variable intercorrelations*

Variable	M	SD	1	2	3	4	5	6	7	8
1. Volunteer participation (number of programs; T1)	1.26	2.31	-							
2. Attribution of altruistic motives (volunteer-rated; T1)	3.88	0.74	-0.00	.62						
3. Attribution of egoistic motives (volunteer-rated; T1)	3.58	0.94	-0.10	0.20*	.85					
4. Anticipated prosocial impact (volunteer-rated; T1)	4.43	0.70	0.23*	0.28**	-0.02	.91				
5. Organisational identification (volunteer-rated; T1)	3.94	0.85	0.07	0.28**	-0.11	0.29**	.91			
6. Organisational identification (volunteer-rated; T2)	4.00	0.64	0.10	0.25**	-0.11	0.14	0.51**	.90		
7. Turnover intentions (volunteer-rated; T1)	2.20	1.20	0.18*	-0.09	0.15	0.03	-0.44**	-0.27**	.93	
8. Turnover intentions (volunteer-rated; T3)	2.34	0.85	0.21*	-0.15	0.10	-0.02	-0.21*	-0.42**	0.48**	.89

Note. M and SD are used to represent mean and standard deviation, respectively. * indicates $p < 0.05$. ** indicates $p < 0.01$.

T1 = pre-volunteering; T2 = post-volunteering; T3 = 4–6-week follow-up.

Cronbach's alpha is shown on the diagonal. N = 121.

Firstly, Model 2 suggests an indirect model, whereby the relationship between volunteer participation and employee turnover intentions is expected to be mediated by change in organisational identification. As shown in **Table 4.4.8**, accounting for employee organisational identification and turnover intentions at baseline (T1), the direct effect of volunteer participation on organisational identification post volunteering (T2) was not statistically significant [$b = -0.02, p = 0.46, 95\% \text{ CI} = (-0.08, 0.04)$]. I thus found no support for Hypothesis 7a. The path from organisational identification (T2) to employee turnover intentions (T3) was negative and statistically significant [$b = -0.52, p = 0.00, 95\% \text{ CI} = (-0.75, -0.30)$], supporting Hypothesis 7b. The indirect (mediated) effect of volunteer participation on employee turnover intentions through organisational identification was not significant [$b = 0.01, 95\% \text{ CI} = (-0.02, 0.06)$]. I thus found no support for Hypothesis 7c.

Secondly, Model 2 suggests that employee attributions of organisational motives for corporate volunteering (altruistic motives or egoistic motives) and anticipated prosocial impact moderate the path from volunteer participation to organisational identification. As Table 4.4.8 shows, the interaction between volunteer participation and employee attribution of altruistic organisational motives is not significant [$b = 0.03, p = 0.37, 95\% \text{ CI} = (-0.03, 0.09)$] and neither is the interaction between volunteer participation and employee attribution of egoistic organisational motives [$b = -0.01, p = 0.68, 95\% \text{ CI} = (-0.08, 0.05)$]. I thus found no support for Hypothesis 8a or Hypothesis 8b.

Table 4.4.8

Path coefficients for the effects of volunteer participation and its interactions with employee attributions of organisational altruistic motives, egoistic motives and anticipated prosocial impact on employee turnover intentions through change in organisational identification

From → To	Outcome: Org. identification (T2; volunteer-rated)				Outcome: Turnover intentions (T3; volunteer-rated)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Controls (autoregressive paths)								
Organisational identification (T1)	0.33**	0.07	0.18	0.47	0.20*	0.10	0.01	0.38
Turnover intentions (T1)	-0.02	0.05	-0.12	0.07	0.30**	0.06	0.17	0.42
Direct effects on mediator								
Volunteer participation [A]	-0.02	0.03	-0.08	0.04				
Altruistic attributions [B]	0.11	0.08	-0.04	0.27				
Egoistic attributions [C]	-0.05	0.06	-0.17	0.06				
Anticipated prosocial impact [D]	0.04	0.09	-0.13	0.22				
First stage interactions								
A x B	0.03	0.08	-0.03	0.09				
A x C	-0.01	0.03	-0.08	0.05				
A x D	0.14*	0.06	0.01	0.27				
Direct effects on dependent variable								
Volunteer participation					0.06*	0.03	0.00	0.11
Organisational identification (T2)					-0.52**	0.12	-0.75	-0.30
Mediating (indirect) effects								
Vol participation → org. identification (T2) → turnover intentions (T3)					0.01	0.02	-0.02	0.06
Overall model summary	R ² = .32**				R ² = .37**			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero. † indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 121.

However, the interaction between volunteer participation and anticipated prosocial impact was positive and statistically significant [$b = 0.14, p = 0.03, 95\% \text{ CI} = (0.01, 0.27)$]. As can be seen in **Table 4.4.9**, the relationship between volunteer participation and organisational identification is positive and statistically significant when anticipated prosocial impact is high [$b = 0.06, p > 0.05, 95\% \text{ CI} = (0.00, 0.11)$] and negative (reaching statistical significance) when anticipated prosocial impact is low [$b = -0.12, p = 0.09, 95\% \text{ CI} = (-0.26, 0.02)$]. As is further illustrated in **Figure 4.12**, the results show that when anticipated prosocial impact is high, participation in corporate volunteering is associated with higher organisational identification with the volunteer-providing organisation, providing support for Hypothesis 8c.

Table 4.4.9

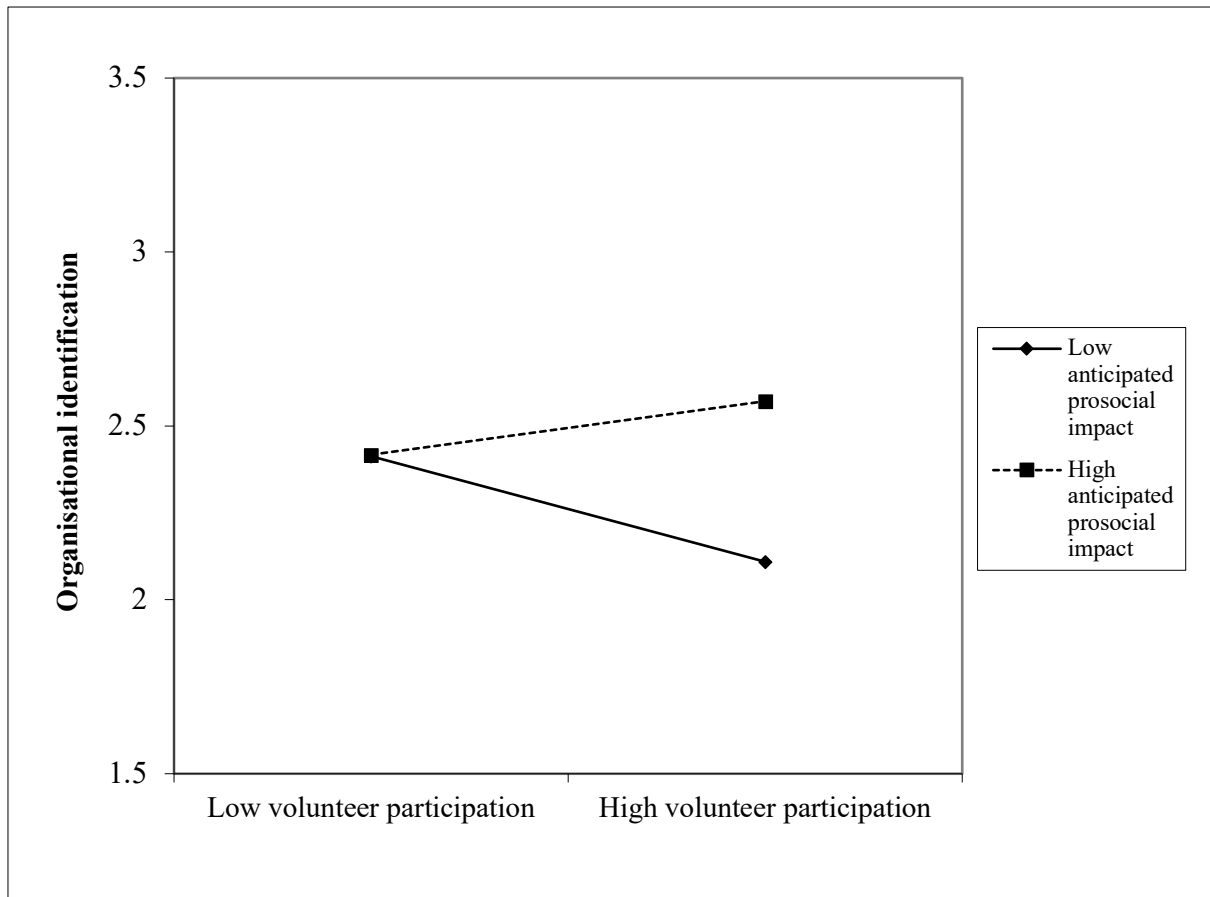
Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional effect of volunteer participation on change in organisational identification at ± 1 standard deviation of anticipated prosocial impact

Moderator	Level	<i>b</i>	SE	LL	UL
Anticipated prosocial impact	High (+1SD)	0.06	0.03	0.00	0.11
	0	-0.02	0.03	-0.08	0.04
	Low (-1SD)	-0.23	0.07	-0.26	0.02

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. $N = 121$.

Figure 4.12

Moderating effect of anticipated prosocial impact on the volunteer participation – organisational identification relationship



Finally, I tested whether organisational identification mediates the moderating effect of employee attributions of altruistic or egoistic motives and anticipated prosocial impact on the relationship between volunteer participation and employee turnover intentions (Hypotheses 9a-c). As can be seen in **Table D9** in Appendix D, the conditional indirect effect of volunteer attributions of organisational motives (both altruistic and egoistic) fell between the lower and upper bound of the confidence intervals at all levels of both moderators, indicating no evidence of moderated mediation. Hypothesis 9a and 9b were thus not supported. However, for the interaction between volunteer participation and anticipated prosocial impact, the index of moderated mediation fell within the lower and upper bound of the confidence interval when

anticipated prosocial impact was high [$b = -0.03$, 95% CI = (-0.06, -0.00)], indicating moderated mediation. As can be seen in **Table 4.4.10**, anticipated prosocial impact moderates the mediated relationship between volunteer participation and employee turnover intentions when anticipated prosocial impact is high.

Table 4.4.10

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional effect of volunteer participation on employee turnover intentions through organisational identification at ± 1 standard deviation of anticipated prosocial impact

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Organisational identification	Anticipated prosocial impact	High (+1SD)	- 0.03	0.01	- 0.06	- 0.00
		0	0.01	0.02	- 0.02	0.06
		Low (-1SD)	0.06	0.05	- 0.02	0.17

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. $N = 121$.

4.4.3 CORPORATE VOLUNTEERING AND THE DEVELOPMENT OF CAUSE CHAMPIONS

Model 3 examines *whether, how and when* volunteer participation affects volunteer's cause champion behaviours and future volunteer intentions for the volunteer-involving organisation. Alternative results with objective future volunteer participation as the outcome variable can be found in **Table D10** in Appendix D. None of the hypothesised relationships with future volunteer participation as the outcome were significant. First, I test whether the relationship between volunteer participation and (i) cause champion behaviours and (ii) future volunteer intentions can be explained by employee identification with the volunteer role. Second, I test whether these mediated relationships between volunteer participation and (i) cause champion behaviours and (ii) future volunteer intentions change depending on employee motives for volunteering.

Table 4.4.11 presents the descriptive statistics, variable intercorrelations and reliability estimates for the variables in Model 3. Results in Table 4.4.11 show that volunteer participation is positively related to volunteer role identification [$r = 0.23, p = 0.01$]. Furthermore, volunteer role identification is positively and significantly related to intrinsic motivation [$r = 0.21, p = 0.02$], identified motivation [$r = 0.28, p = 0.00$], cause champion behaviours [$r = 0.43, p = 0.00$] and future volunteer intentions [$r = 0.53, p = 0.00$].

Firstly, Model 3 suggests two indirect pathways, whereby the positive relationships between volunteer participation and (i) cause champion behaviours and (ii) future volunteer intentions are expected to be mediated by volunteer role identification. **Table 4.4.12** shows the path coefficients for the effects of volunteer participation and its interactions with volunteer motives on cause champion behaviours and future volunteer intentions through volunteer role identification.

Table 4.4.11*Model 3 means, standard deviations, and variable intercorrelations*

Variable	M	SD	1	2	3	4	5	6	7	8
1. Volunteer participation (number of programs; T1)	1.26	2.31	-							
2. Intrinsic motivation (volunteer-rated; T1)	3.53	0.78	-0.02	.72						
3. Identified motivation (volunteer-rated; T1)	4.23	0.70	-0.02	0.46**	.77					
4. Introjected motivation (volunteer-rated; T1)	2.69	0.90	-0.02	0.28**	0.15	.68				
5. Extrinsic motivation (volunteer-rated; T1)	1.36	0.73	-0.01	-0.01	-0.24**	0.31**	.91			
6. Volunteer role identification (volunteer-rated; T2)	2.88	0.79	0.23*	0.21*	0.28**	0.10	0.01	.84		
7. Cause champion behaviours (volunteer-rated; T3)	3.91	0.73	0.21*	0.19*	0.35**	-0.02	-0.17	0.43**	.93	
8. Future volunteer intentions (volunteer-rated; T3)	3.84	0.69	0.12	0.27**	0.38**	-0.01	-0.12	0.53**	0.70**	.90

Note. M and SD are used to represent mean and standard deviation, respectively. * indicates $p < 0.05$. ** indicates $p < 0.01$.

T1 = pre-volunteering; T2 = post-volunteering; T3 = 4–6-week follow-up.

Cronbach's alpha is shown on the diagonal. N = 121.

Table 4.4.12

Path coefficients for the effects of volunteer participation and its interactions with volunteer motives on cause champion behaviours and future volunteering intentions through volunteer role identification

From → To	Outcome: Volunteer role identification (T2; volunteer-rated)				Outcome: Cause champion behaviours (T3; volunteer-rated)				Outcome: Future volunteer intentions (T3; volunteer-rated)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Direct effects on mediator												
Volunteer participation [A]	0.08**	0.03	0.03	0.14								
Intrinsic motives [B]	0.10	0.10	-0.10	0.30								
Identified motives [C]	0.28*	0.12	0.05	0.51								
Introjected motives [D]	0.02	0.08	-0.15	0.18								
Extrinsic motives [E]	0.07	0.10	-0.13	0.28								
First stage interactions												
A x B	0.02	0.04	-0.06	0.11								
A x C	0.14**	0.04	0.07	0.22								
A x D	-0.05	0.03	-0.11	0.01								
A x E	-0.15**	0.04	-0.23	-0.08								
Direct effects on dependent variable												
Volunteer participation					0.04	0.03	-0.01	0.10	0.00	0.02	-0.04	0.05
Volunteer role identification					0.32**	0.08	0.16	0.47	0.40**	0.07	0.26	0.54
Mediating (indirect) effects												
Vol participation → volunteer role identification → cause champion behaviours / future volunteer intentions					0.03	0.02	0.00	0.09	0.03	0.03	0.00	0.11
Overall model summary	R ² = 0.26				R ² = 0.27				R ² = 0.27			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero.

* indicates $p < 0.05$. ** indicates $p < 0.01$. N = 121.

As shown in Table 4.4.12, the direct effect of volunteer participation on volunteer role identification (T2) is statistically significant [$b = 0.08, p = 0.01, 95\% \text{ CI} = (0.03, 0.14)$], as are the paths from volunteer role identification (T2) to cause champion behaviours (T3) [$b = 0.32, p = 0.00, 95\% \text{ CI} = (0.16, 0.47)$], and volunteer role identification (T2) to future volunteer intentions [$b = 0.40, p = 0.00, 95\% \text{ CI} = (0.26, 0.54)$]. I thus found support for Hypotheses 10a-c. The indirect (mediated) effect of volunteer participation on cause champion behaviours through volunteer role identification is statistically significant [$b = 0.03, 95\% \text{ CI} = (0.00, 0.10)$], supporting Hypothesis 10d. The indirect (mediated) effect of volunteer participation on future volunteer intentions is not statistically significant [$b = 0.03, 95\% \text{ CI} = (-0.00, 0.11)$], finding no support for Hypothesis 10e.

Secondly, Model 3 suggests that volunteer motives moderate the path from volunteer participation to volunteer role identification. As Table 4.4.12 shows, the interaction between volunteer participation and intrinsic motives is not statistically significant [$b = 0.02, p = 0.58, 95\% \text{ CI} = (-0.06, 0.11)$], providing no support for Hypothesis 11a. The interaction between volunteer participation and identified motives is statistically significant [$b = 0.14, p = 0.00, 95\% \text{ CI} = (0.07, 0.22)$]. Demonstrating the nature of the interaction, **Table 4.4.13** shows the estimates for the conditional indirect effect of volunteer participation on volunteer role identification at ± 1 standard deviation of identified motives. As can be seen in Table 4.4.13, the relationship between volunteer participation and volunteer role identification is positive and statistically significant when identified motives are high [$b = 0.27, p = 0.00, 95\% \text{ CI} = (0.13, 0.32)$] but not statistically significant when identified motives are low [$b = 0.03, p = 0.35, 95\% \text{ CI} = (-0.03, 0.09)$]. As is further illustrated in **Figure 4.13**, the results show that when identified motives are high, participation in corporate volunteering is associated with increased volunteer role identification, providing support for Hypothesis 11b.

Table 4.4.13

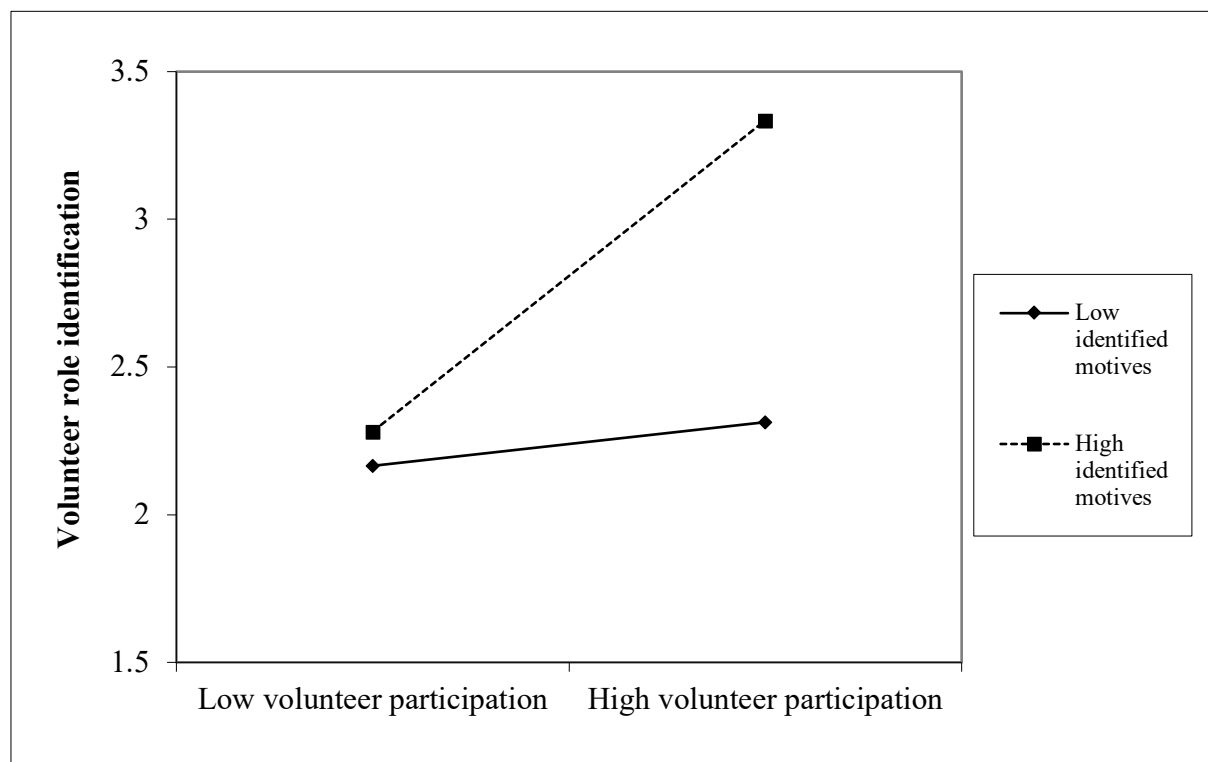
Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional effect of volunteer participation on volunteer role identification at ± 1 standard deviation of identified and extrinsic motives

Moderator	Level	<i>b</i>	SE	LL	UL
Identified motives	High (+1SD)	0.27	0.05	0.13	0.32
	0	0.13	0.03	0.07	0.19
	Low (-1SD)	0.03	0.03	-0.03	0.09
Extrinsic motives	High (+1SD)	0.00	0.03	-0.06	0.07
	0	0.12	0.03	0.06	0.17
	Low (-1SD)	0.17	0.04	0.10	0.24

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. N = 121.

Figure 4.13

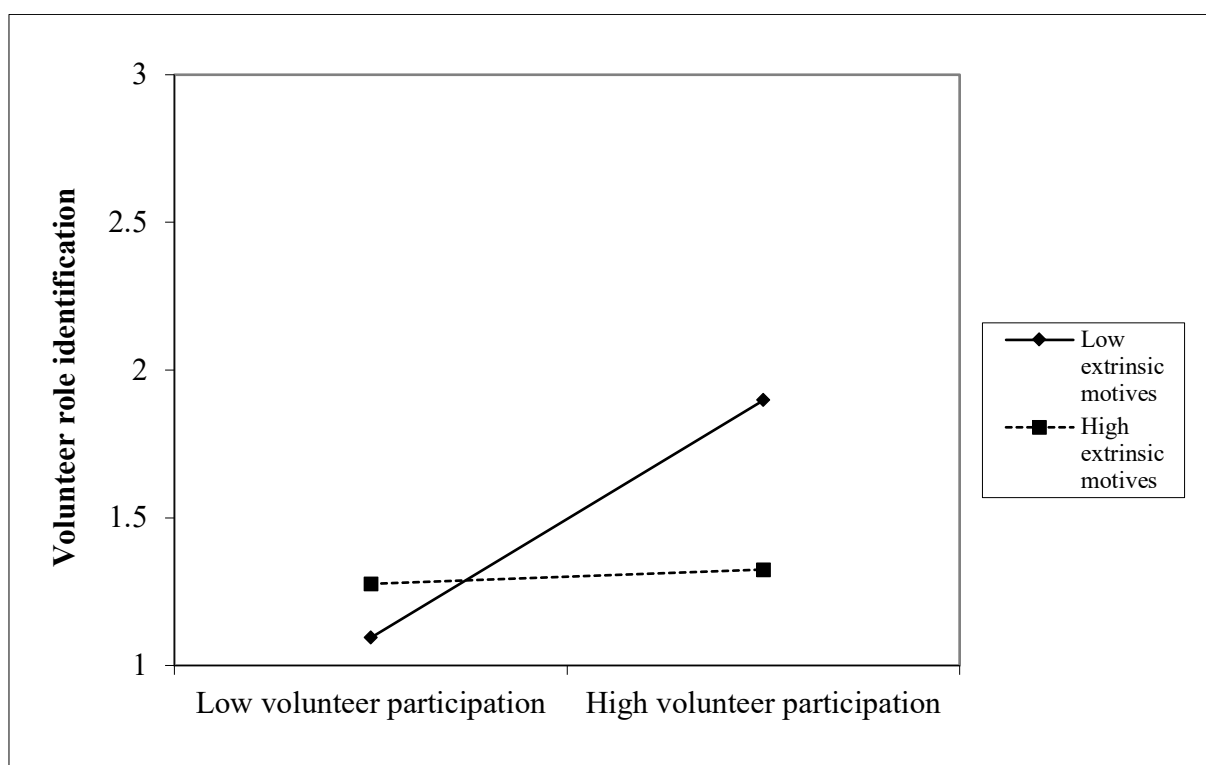
Moderating effect of identified motives on the volunteer participation – volunteer role identification relationship



The interaction between volunteer participation and introjected motives is not statistically significant [$b = -0.05, p = 0.11, 95\% \text{ CI} = (-0.11, 0.01)$], providing no support for Hypothesis 11c. Finally, the relationship between volunteer participation and volunteer role identification is not statistically significant when extrinsic motives are high [$b = 0.00, p = 0.89, 95\% \text{ CI} = (-0.06, 0.07)$] but positive and statistically significant when extrinsic motives are low [$b = 0.17, p = 0.04, 95\% \text{ CI} = (0.10, 0.24)$] (see Table 4.4.13). As is further illustrated in **Figure 4.14**, the results show that when extrinsic motives are high, participation in corporate volunteering is not associated with increased volunteer role identification, providing support for Hypothesis 11d.

Figure 4.14

Moderating effect of extrinsic motives on the volunteer participation – volunteer role identification relationship



Finally, I tested whether volunteer role identification mediates the moderated effects of volunteer motives on the relationship between volunteer participation and (i) cause champion behaviours and (ii) future volunteer intentions (Hypotheses 12a-h). As can be seen in **Table D11** and **D12** in Appendix D, for both cause champion behaviours and future volunteer intentions, the conditional indirect effect of volunteer intrinsic and introjected motives fell between the lower and upper bound of the confidence intervals at all levels of both moderators. As there is no evidence of moderated mediation, Hypotheses 12a-b and 12e-f were not supported. However, for the interaction between volunteer participation and employee identified motives, the index of moderated mediation fell within the lower and upper bound of the confidence interval when identified motives were high for both cause champion behaviours [$b = 0.08$, 95% CI = (0.03, 0.15)] and future volunteer intentions [$b = 0.10$, 95% CI = (0.04, 0.18)]. Furthermore, for the interaction between volunteer participation and employee extrinsic motives, the index of moderated mediation fell within the lower and upper bound of the confidence interval when extrinsic motives were low for both cause champion behaviours [$b = 0.05$, 95% CI = (0.02, 0.11)] and future volunteer intentions [$b = 0.07$, 95% CI = (0.03, 0.14)]. As can be seen in **Table 4.4.14** and **4.4.15** respectively, identified and extrinsic motives moderate the mediated relationship between volunteer participation and (i) cause champion behaviours and (ii) future volunteer intentions when identified motives are high and extrinsic motives are low. Hypotheses 12c-d and 12g-h were thus supported.

Table 4.4.14

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on cause champion behaviours through volunteer role identification at ± 1 standard deviation of identified and extrinsic motivation

Moderator	Level	<i>b</i>	SE	LL	UL
Identified motivation	High (+1SD)	0.08	0.03	0.03	0.15
	0	0.05	0.02	0.02	0.10
	Low (-1SD)	0.01	0.03	-0.02	0.09
Extrinsic motivation	High (+1SD)	0.00	0.03	-0.01	0.09
	0	0.04	0.02	0.01	0.09
	Low (-1SD)	0.05	0.02	0.02	0.11

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. N = 121.

Table 4.4.15

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on future volunteer intentions through volunteer role identification at ± 1 standard deviation of identified and extrinsic motivation

Moderator	Level	<i>b</i>	SE	LL	UL
Identified motivation	High (+1SD)	0.10	0.03	0.04	0.18
	0	0.06	0.02	0.02	0.12
	Low (-1SD)	0.01	0.03	-0.02	0.11
Extrinsic motivation	High (+1SD)	0.00	0.04	-0.01	0.12
	0	0.05	0.02	0.02	0.11
	Low (-1SD)	0.07	0.03	0.03	0.14

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively. N = 121.

SECTION 4.5

CHAPTER SUMMARY

This chapter presented the quantitative research study, which examined whether processes happening within the corporate volunteer (explanatory processes) and the context within which it is happening (the boundary conditions) explain *how* and *why* corporate volunteering results in mixed outcomes for all three stakeholders: career progression or stagnation for employee volunteers, talent retention or turnover for volunteer-providing organisations and the development of ‘cause champions’ or ‘cause opponents’ for the volunteer-involving organisation.

Model 1 tested two plausible explanations for the relationship between corporate volunteering and career progression. First, the section examined whether the relationship between volunteer participation and career progression can be explained by increased proactive work behaviour, and whether this relationship depends on the extent of volunteer skill development or job autonomy. Second, the section tested whether the relationship between volunteer participation and career progression can be explained by increased supervisor reward recommendations and whether this relationship changes depending on the attributions that supervisors make about employee motives for volunteering.

I found that volunteer participation was related to supervisor-rated increases in proactive work behaviour but only in circumstances where skill development from volunteering was high. That is, when volunteers reported high levels skill development from their experiences, participating in a greater number of corporate volunteering programs was associated with significantly increased perceptions of proactive behaviour at work, as rated by workplace supervisors. In contrast, when volunteers reported low levels of skill development from volunteering, their volunteer participation was unrelated to their levels of proactive work behaviour. While I did not find that increased levels of proactive work behaviour will lead to career progression 12-

24 months post volunteer-participation, there was a positive (though not significant) relationship between the two outcomes.

Job autonomy, which was used to capture the extent to which the work environment offers the opportunity to try new ways of working, did not seem to impact the relationship between volunteer participation and proactive work behaviour and proactive work behaviour did not seem to predict chances of career progression. It is plausible that people in these organisations generally experience high levels of job autonomy, and there was not enough variance to detect a significant result. Alternatively, returning to the qualitative research provides some indications as to other plausible reasons for the null result. While job autonomy captures a 'passive' form of workplace support (i.e., providing volunteers with the 'space' to act on learning), it doesn't capture 'active' forms of workplace support (i.e., providing 'resources' to act on learning). Indeed, participants in the qualitative study suggested webinars, workshops, and mentoring sessions with supervisors as potential strategies to help facilitate the integration of learning from volunteering to the workplace. Future research should perhaps explore the role of more active support initiatives in helping to enhance the transfer of skills from volunteering to work.

Furthermore, I found that participation in corporate volunteering was only rewarded by workplace supervisors through prioritisation in reward decisions, in circumstances where supervisors perceived that their subordinate was highly motivated to develop new skills through volunteering. The more that a supervisor perceived their subordinate was volunteering to develop work-related skills, the more likely that their participation in corporate volunteering would lead to their prioritisation in reward decisions such as high-profile projects, salary increases or promotion. Conversely, the less a supervisor perceived that their staff member was

volunteering for developmental reasons, the less likely that their participation in corporate volunteering would be rewarded by the supervisor. Again, although I did not find that supervisor reward recommendations predicted actual career progression at 12-24 months post volunteer-participation, the two were positively related.

The findings from Model 1 suggest that the relationship between corporate volunteering participation and workplace outcomes (i.e., increases in proactive work behaviour and supervisor reward recommendations) may be more complex than previously thought. Specifically, my findings highlight that for volunteers to realise career benefits from their participation, it is important that they are provided the opportunity to develop work-related skills through their volunteering and that their workplace supervisors perceive that they are motivated to learn and develop through the experience. Without these conditions being met, volunteering did not result improved in workplace proactivity or allocation of rewards for participation.

I was also interested in the consequences of corporate volunteering for volunteer-providing organisations. Model 2 examined the relationship between corporate volunteering participation and turnover at the volunteer-providing organisation. I tested whether the relationship between volunteer participation and turnover intentions can be explained by levels of organisational identification, and whether this relationship is contingent on the extent to which volunteers perceive their organisation to be altruistically or egoistically motivated and the extent to which they anticipate making a prosocial impact while volunteering.

The research showed that volunteer attributions of organisational motives did not affect the relationship between volunteer participation and organisational identification. Instead,

increased participation in corporate volunteering leads to increased identification with one's organisation, and thus decreased turnover intentions only when volunteers anticipate making a prosocial impact through their participation. My findings provide evidence that participation in corporate volunteering can be a useful retention mechanism but highlight that this is only likely when employees anticipate that the volunteering will provide them with an avenue to make a positive societal impact. It seems that people value the opportunity to make a prosocial impact, and it's the combination of volunteer participation and the anticipation that they can continue to make a prosocial impact through volunteering that increases organisational identification and thereby drives employees to stay with their organisation, thus reducing turnover intentions.

Finally, Model 3 examined how and when corporate volunteering participation leads to the development of cause champions for volunteer-involving organisations (i.e., individuals that engage in cause championing behaviours and express intentions to sustain their participation over time). First, this section examined whether the relationship between corporate volunteering participation and cause championing behaviours and future volunteer intentions can be explained by levels of identification with the volunteer role. Second, the section explored whether these relationships change depending on employee motives for volunteering.

One of the most important insights to be gleaned from this section is that repeat volunteers are more likely to internalise a volunteer identity if they consider the volunteering aligned with their personal values (i.e., if they experience high levels of identified motivation). In contrast, even when employees repeatedly volunteer, their participation is unlikely to result in volunteer role identification if they participate in anticipation of workplace rewards or punishments (i.e., if they experience high levels of extrinsic motivation). That is, when employees participate in corporate volunteering as a way of 'living out their values', their participation is more likely to

result in them engaging in cause championing behaviours and expressing future volunteer intentions because they experience their role as a volunteer as an important part of their identity. In contrast, when employees participate in corporate volunteering because they anticipate receiving workplace rewards or punishments, despite repeated volunteer participation, they are unlikely to champion for the volunteer-involving organisation or report intentions to participate in the future.

The next chapter presents the overall discussion for this study, including the research contributions, practical implications, limitations and future research directions.

5 DISCUSSION

This thesis set out to identify the benefits and challenges of corporate volunteering from the perspective of employee volunteers, volunteer-providing organisations, and volunteer-involving organisations and to understand how program differences influence the outcomes achieved by all three stakeholders. The research adopted a micro-level, multistakeholder, and mixed method approach to develop and test explanations of why corporate volunteering can have varied effects. A key contribution of this thesis is thus that it answers calls for mixed method research into micro-CSR phenomena which consolidates the theory-building and theory-testing power both of qualitative and quantitative research approaches (Gond & Moser, 2021). The mixed method approach allowed me to develop a deeper understanding of how and when corporate volunteering influences individuals from all three stakeholder groups than I would have been able to if I had used a single method. The research shows that “not all forms of volunteerism are equal” (Peloza et al. 2009, p.384) and that the outcomes achieved by these programs depend on how they are designed and perceived, answering the call for an in-depth examination of the conditions under which the various consequences of corporate volunteering may emerge (Rodell et al., 2016). This chapter summarises the key contributions of this body of research, the practical implications, limitations, and future research directions.

5.1 THE BRIGHT AND DARK SIDES OF CORPORATE VOLUNTEERING

Scholars have called for research to move away from presenting an overly optimistic view of micro-CSR initiatives such as corporate volunteering (Akhouri & Chaudhary, 2019; Rodell et al., 2016). To this end, my research brings a more critical lens to the study of corporate

volunteering by acknowledging the potential of both its positive and negative impacts. My research shows that the effects of corporate volunteering are more nuanced than previously presented, with the potential to result in ‘bright’ outcomes such as career progression, employee retention and the development of cause champions as well as ‘dark’ outcomes such as career stagnation, employee turnover and the development of ‘cause opponents.’ By illustrating the benefits and challenges for all three stakeholders, my research extends the existing literature by highlighting the two sides of the corporate volunteering coin in relation to career outcomes for volunteers, cultural outcomes for volunteer-providing organisations, and capacity outcomes for volunteer-involving organisation.

5.1.1 THE VOLUNTEER: CAREER DEVELOPMENT AND CAREER STAGNATION

The research found that corporate volunteering programs can offer a unique developmental experience for employee volunteers. This finding aligns with the existing literature that suggests that employee participation in corporate volunteering can result in career advancement (Fleischer et al., 2015; Gitsham, 2012; Muthuri et al., 2009) and leadership development (Caligiuri et al., 2019; Caligiuri et al., 2013; Pless et al., 2011). I found that for some employee volunteers, participation in corporate volunteering can serve as a form of professional development. Their volunteer participation may improve their work performance (e.g., by increasing their proactive work behaviour) and be rewarded by their workplace supervisors (e.g., by prioritisation for high-profile projects, pay rises or promotion). This is congruent with previous research that demonstrates a link between skill acquisition while volunteering and perceptions of success and recognition at work (Booth et al., 2009; Rodell, 2013).

However, I also found that taking part in corporate volunteering does not guarantee that people will develop skills or ensure that the skills gained are successfully translated back to the workplace. The quantitative research showed that when volunteers failed to develop skills from their experiences, their participation did not translate into increased work performance. Furthermore, if volunteers' workplace managers perceived that they lacked the motivation to develop skills, they would not reward them for their participation. This is supported by a small body of studies that have highlighted that corporate volunteering can, at times, harm work performance (Loi et al., 2020; Hu et al., 2016) or slow down the promotion rates of those who choose to volunteer (Bode et al., 2021). My findings highlight the potential of corporate volunteering to have negligible – or even negative – career outcomes, which have to date been largely overlooked (Bode et al., 2021). This research provides evidence for some of the boundary conditions which may undermine employees at work and the mechanisms through which this may happen.

5.1.2 THE VOLUNTEER-PROVIDING ORGANISATION: EMPLOYEE RETENTION AND EMPLOYEE TURNOVER

My research also suggests that providing staff with opportunities to express their values through corporate volunteering offers a way for volunteer-providing organisations to build a 'purpose driven' organisational culture that fosters high levels of talent retention. I found that for many employee volunteers, participating in corporate volunteering facilitated a sense of psychological attachment with their organisation, encouraging them to view their organisation not just as a place to work, but as an important part of who they are, which in turn reduced employee intentions to leave their organisation. This supports existing research which suggests that corporate volunteering opportunities may increase employees' commitment and intentions

to stay with their employer (Bode et al., 2015; Breitsohl & Ehrig, 2017; Brockner et al., 2014; Jones, 2010).

Conversely, these efforts to build a ‘purpose driven’ organisational culture could also be undermined if employees are sceptical about their employer’s intentions or the capacity for the programs to result in positive impact. In line with Gatignon-Turnau & Mignonac (2015), I found that corporate volunteering could trigger a sense of scepticism amongst employee volunteers who perceived that their organisation was not motivated by concerns for the cause of the volunteer-involving organisation but by a desire to present a socially responsible corporate culture. Further, my quantitative research found that volunteers that were sceptical about their organisation’s intentions were less likely to perceive that their participation would be impactful and in turn this led to decreased identification with the organisation and reduced intention to stay. In this research I have been able to identify both when (boundary conditions) and why (explanatory conditions) corporate volunteering is an effective vehicle for organisations to achieve an organisational culture that fosters employee loyalty.

5.1.3 THE VOLUNTEER-INVOLVING ORGANISATION: CAUSE CHAMPIONS AND CAUSE OPPONENTS

My research indicates that volunteer-involving organisations may be able to increase their reach and capacity if they can foster cause champions who not only volunteer but offer ongoing support and advocacy for their organisation beyond the original volunteer engagement. Previous research has found that corporate volunteering can increase the capacity of volunteer-involving organisations by raising awareness for their cause (Samuel et al., 2013) and encouraging future volunteering support (Roza et al., 2017). Drawing on the concept of ‘brand

building' from the marketing literature (King & Grace, 2010; 2012), a unique contribution of my thesis is that it builds on previous research by illustrating how highly engaged volunteers (which I have called cause champions), engage freely in 'championing' behaviours that build enthusiasm with the volunteer-involving organisation and their cause among others in their social network, expanding the reach and capacity of volunteer-involving organisations by giving their 'voice' as 'champions' of the organisation.

I also found that volunteer-involving organisations may further diminish their organisational capacity if they waste organisational resources dealing with sub-par performance from volunteers who are more focused on time away from work than contributing to the goals of the volunteer-involving organisation. My research builds on Samuel and colleagues' (2013) findings that some corporate volunteers are "more interested in spending a day with their colleagues outside of their offices than in furthering non-profits goals" (p.10). I found that if volunteers are extrinsically motivated (i.e., driven by the anticipation of receiving workplace rewards or punishments), their participation in corporate volunteering is more likely to result in them developing into 'cause opponents' who are less likely to participate in the program in the future or promote the cause. By highlighting the risks of engaging poorly motivated volunteers, my research contributes to research signalling the hidden costs of hosting corporate volunteers for volunteer-involving organisations (Cook & Burchell, 2018; Lee, 2010; Roza et al., 2017; Samuel et al., 2013).

5.2 THE IMPACT OF PROGRAM DESIGN ON PROGRAM OUTCOMES

In addition to contributing to research on the unintended consequences and negative outcomes of corporate volunteering for all three stakeholders, this thesis adds to the growing body of literature on corporate volunteering design by illustrating the interdependent role played by

temporal (Booth et al., 2009; Grant, 2012), developmental (Letts & Holly, 2017; McCallum et al., 2013) and relational (Muthuri et al., 2009; Pajo & Lee, 2011) dimensions of programs in determining outcomes for the three stakeholders. In this section I outline the way that opportunities for repeated volunteer participation over time – a key temporal dimension of program design – can lead to both positive and negative outcomes, depending on the presence or absence of both developmental dimensions, notably skill development and utilisation, and, relational dimensions, notably opportunities for social interaction and social impact. While scholars have theorised the benefits of sustained volunteer participation for all three stakeholders (Grant, 2012), to date little empirical attention has been given to the relationship between the temporal dimensions of corporate volunteering programs and specific program outcomes (Chang, 2013; Rodell et al., 2016). My research contributes to the corporate volunteering literature by establishing *how* and *when* repeated volunteer participation facilitates the realisation of benefits from corporate volunteering.

My research shows that repeated participation in programs with enriched developmental dimensions provides opportunities for volunteers to utilise and develop their skills, enhancing career progression for employee volunteers, improving human capital within volunteer-providing organisations, and increasing the resources available to volunteer-involving organisations. Highlighting the role of skill development for employee volunteers in particular, my quantitative research found that repeated volunteer participation facilitates proactive behaviours aimed at bringing about constructive changes at work only if volunteers develop skills through corporate volunteering. This is the first study to link corporate volunteering to employee proactive behaviour and shows that designing volunteer programs to facilitate skill development can improve the likelihood that corporate volunteering participation will lead volunteers to display greater initiative at work.

My findings regarding the benefits of skill utilisation and development through corporate volunteering stand in contrast to previous research that has suggested that volunteers and volunteer-involving organisations are apprehensive of programs with a ‘skills agenda,’ perhaps because they fear that it will ‘threaten’ or ‘devalue’ their expertise (Cook & Burchell, 2018; Roza et al., 2017; Steimel, 2018). On the contrary, I found that all stakeholders perceived additional benefits from skills-based engagements. Such programs thus appear to be a promising way to integrate the human resource management (HRM) and CSR functions of organisations and in so doing help organisations develop a multistakeholder orientation towards their policies and practices (Stahl, Brewster, Collings & Hajro, 2020).

My research also points to the importance of the relational dimensions of program design, including opportunities to interact with the communities being served and to have a positive impact on them. I found that when corporate volunteering programs are structured to provide opportunities for social interaction with the beneficiaries of one’s volunteering, it connects them to the purpose behind their efforts. This is in line with Grant’s (2007; 2012) proposition that through beneficiary contact, people can see the tangible impacts that their volunteering has on others, and as such amplify the perceived meaningfulness of their actions. Importantly, the quantitative research found that repeated volunteer participation is associated with higher levels of employee organisational identification and lower levels of turnover intentions, only when employees anticipate that the volunteering will provide them with an avenue to make a meaningful impact on the recipients of the volunteering. Thus, not only was the opportunity to have a positive impact on others through corporate volunteering found to connect volunteers to their community (see also Muthuri et al., 2009), it was shown to be important in deepening the psychological bond between the employee and their employer.

In sum, my research showed the importance of the temporal, developmental and relational dimensions of corporate volunteering in realising beneficial outcomes for all three stakeholders. I found that sustained volunteer participation helps to facilitate skills exchange (see also Booth et al., 2009) and relationship enhancement (see also Muthuri et al., 2009) among the three stakeholders and that, in turn, programs with strong developmental and relational dimensions make it more likely to engender sustained engagement from all three stakeholders. My research contributes to our understanding of program design by highlighting the inter-dependency of temporal, developmental and relational dimensions. Together the effect of these three dimensions enhanced career progression of corporate volunteers by facilitating the development of new skills and relationships through in-depth immersion. Together these three dimensions of program design were also seen to improve employee retention at the volunteer-providing organisation by signalling a deeper organisational commitment to volunteering. Finally, together they promoted the acquisition of corporate resources and the development of cause champions for the volunteer-involving organisation.

5.3 THE IMPACT OF PROGRAM PERCEPTIONS ON PROGRAM OUTCOMES

In addition to the contribution my research makes to the literature on program design, I also contribute to research on stakeholder perceptions of corporate volunteering (Gatignon-Turnau & Mignonac, 2015; Rodell & Lynch, 2016) by showing how stakeholder perceptions of corporate volunteering guide their responses to these programs. These include their motives for involvement and the causal attributions they make of other stakeholders' motives, which in turn influence whether corporate volunteering programs deliver on their promise. My findings thus underscore the importance of employee motives and motive attributions in explaining why outcomes of corporate volunteering may differ even for programs with similar design

characteristics. My research answers the call for research that explores how CSR initiatives such as corporate volunteering influence and are influenced by individual perspectives (perceptions) from various stakeholder groups (Gond et al., 2017; Rupp & Mallory, 2015).

In line with Rodell & Lynch (2016), I found that employee participation in corporate volunteering is evaluated by others in their organisation, including the employee's workplace supervisor, and that these evaluations have repercussions for how participation in corporate volunteering affects their career advancement. Drawing on the signalling theory (Spence, 1973), for some employees, volunteer participation was perceived as signalling a commitment to personal development. Conversely, for other employees, volunteer participation was perceived as signalling disengagement and a desire to 'escape' work. The quantitative research showed that only volunteers that were perceived by their supervisors as having strong professional development motives were rewarded for their participation through prioritisation for high profile projects, salary increases and promotion. Conversely, participation in corporate volunteering could lead to career stagnation if it was not perceived by their supervisors as driven by professional development motives but rather as a desire to have a break from work.

Drawing on signalling theory (Spence, 1972), my research highlights how that the perceptions of workplace supervisors play an important role in determining why for some volunteers' participation results in career benefits while for others it results in career costs. Rodell & Lynch (2016) found that volunteers that were perceived to be motivated by an inherent interest in the volunteer activity would be commended by their supervisors for their participation. These findings indicate that volunteers that are perceived to be motivated by a desire to learn and develop are also more likely to be commended for their participation, suggesting that

professional development motives are perceived as a legitimate motivation for volunteering in the workplace.

Integrating signalling theory (Spence, 1972) with the social judgements literature (Cuddy et al., 2011) and organisational identification theory (Ashforth & Mael, 1989), I also found that employee attributions of organisational motives are related to their sense of psychological closeness or attachment to their organisation. McShane & Cunningham (2010) suggest that employees assess the alignment between the motives put forth by a CSR program and their organisation's 'true' motives and that these judgements impact on the relationship between employees and their organisation. Similarly, my research, found that when volunteers perceived that corporate volunteering programs reflected a genuine organisational concern for community or a cause, it heightened feelings of identification between the volunteer and their organisation which was related to intentions to stay. This suggests that when the signal about the intention and quality of the program (Stiglitz, 2000) is seen by employees to be genuine, corporate volunteering opportunities are more likely to be seen as 'walking the talk' (a critical failure identified in other types of CSR programs; Slack et al. 2015), leading to an enhanced internal reputation (Connelly et al., 2011).

Finally, my research indicates that whether repeated volunteer participation benefits volunteer-involving organisations depends on employee volunteers' motives for participation. Drawing on self-determination theory (Gagné and Deci, 2005), I found that it is only when employees participate in corporate volunteering as a way of 'living out their values', that they are likely to become invested in their volunteer role, seeing it as an important part of their identity and thus developing into cause champions. In contrast, when employees participate in corporate volunteering because they anticipate receiving workplace rewards or punishments, repeated

volunteer participation is unlikely to lead to them becoming champions for the volunteer-involving organisation. By showing how individual motives and perceptions of other stakeholder motives shape employee reactions to corporate volunteering, my research highlights the importance of volunteer motives and motive attributions in moderating volunteer outcomes.

In sum, this research has shown that there can be mixed outcomes from corporate volunteering and that program design and program perceptions are key factors influencing the rewards (or risks) that corporate volunteering can deliver for all three stakeholders. My research suggests that the three dimensions of program design have a synergistic effect in improving program effectiveness. Programs which allow for sustained participation over time (temporal dimension) enable greater skill utilisation and development (developmental dimension), fostering social connection and impact (relational dimension) and, in turn, making it more likely all three stakeholders continue to sustain their volunteer efforts.

Stakeholder perceptions of the corporate volunteering program likewise guide their response to these programs. If programs aren't perceived to serve the purpose of one stakeholder, they also won't lead to their desired effects for other stakeholders. For example, if supervisors don't perceive that volunteering serves a purpose at work, they won't reward volunteers for their participation. Likewise, if volunteers don't perceive the volunteering serves a 'higher purpose', allowing them to 'live their values,' they won't champion for the cause of the volunteer-involving organisation. My research thus suggests that privileging one stakeholder, and their needs, without consideration of the needs of other stakeholders, may undermine or negate the benefits for all.

5.4 PRACTICAL IMPLICATIONS: MAKING PROGRAMS 'FIT FOR PURPOSE'

My findings also have practical implications for practitioners that are involved in the design and delivery of corporate volunteering programs. To enhance the value of corporate volunteering for all three stakeholders, organisations are encouraged to invest in designing programs that reflect ‘enriched’ temporal, developmental and relational dimensions and to pay close attention to the individual and organisational motives for corporate volunteering and how they are perceived within and beyond the organisation. Based on my research findings, the section below provides some practical ways that organisations can enhance the outcomes that are achieved by their corporate volunteering programs for all three stakeholders.

My research suggests that volunteer-providing organisations wanting to use corporate volunteering as a key pillar in their CSR strategy need to design programs which offer opportunities for sustained volunteer participation. Organisations should be realistic about the time commitment required to see meaningful change – both in their employees’ professional development and the capacity development of the volunteer-involving organisation – and be prepared to invest their employees’ time into the program over the long-term. Similarly, I encourage volunteer-involving organisations to develop strategies to nurture ongoing relationships with volunteers and their organisations beyond the direct contact of a volunteer program to build the capacity of the organisation in line with their mission. My research highlights that building sustainable corporate volunteering programs can facilitate inter-program resource exchange that allows all stakeholders to get the most out of their engagement in corporate volunteering.

In addition to designing programs with long-term partnerships in mind, organisations should be clear about how corporate volunteering will develop and utilise employee skills. Volunteer-providing organisations wishing to enhance the professional benefits of corporate volunteering

participation for their workforce (e.g., increasing levels of proactivity at work) should be thoughtful about the specific skills and abilities they would like to develop in employee volunteers and select the right opportunities accordingly. To ensure that the skills developed ‘transfer’ to the workplace, volunteer-providing organisations will need to invest in practices that support their corporate volunteers in applying their learning back in the organisation, for example, they could provide opportunities for volunteers to share volunteer learnings with others in the workplace or recognise corporate volunteering in professional development goals and performance reviews.

Volunteer-involving organisations should also think strategically about the skills they require from corporate volunteers. Being clear about the skills needed will allow volunteer-involving organisations to communicate their needs effectively and be proactive in seeking the right corporate volunteering opportunity for them. However, being cognisant that managers from volunteer-involving organisations may have little leverage with larger corporations that are looking to provide volunteers, I suggest that there can be a valuable role for volunteer brokering organisations to undertake this skill matching and assist in setting expectations and coordination. There is also an important role to be played by peak volunteering bodies in developing guidelines and policies to support these partnerships. Volunteer brokering organisations may also wish to provide training for prospective volunteers so that they can be more effective in utilising and developing their skills during the volunteering programs.

Practitioners from both volunteer-providing and volunteer-involving organisations should also consider how to design programs that provide opportunities to make a prosocial impact on someone or something other than the self. As volunteer participation is unlikely to result in talent retention for volunteer-providing organisations if volunteers do not perceive that their

participation will make a prosocial impact, corporate managers are encouraged to think about how they communicate about the volunteering opportunity to their staff and how they can emphasise the opportunity for prosocial impact that they are likely to make. In addition, volunteer-involving organisations should design programs that are important to the organisation and integral to the organisation achieving its mission rather than creating work that does not need to be done. They can also ensure that they communicate to volunteers the significance of each volunteering task to the organisation, thus ensuring that volunteers feel their contribution is valued.

Both volunteer-providing and volunteer-involving organisations are also encouraged to think about how they might increase the volunteer belief in their ability to make a prosocial impact. The qualitative research provided some early guidance regarding the role that beneficiary contact plays in demonstrating to volunteers the tangible impact that their volunteering has on the beneficiary of the volunteering. There were also indications that employees' belief in the ability of their organisation to make a prosocial impact is tied to volunteer-providing organisations offering adequate organisational support and resources for the cause. This research thus suggests that organisations interested in designing programs that are perceived to be making a meaningful impact on others should consider enhancing the relational dimensions of programs by providing opportunities for interaction with others (both from the volunteer-providing and volunteer-involving organisation) and providing high levels of support for the volunteering.

In addition to taking steps to design corporate volunteering in a way that provides opportunities for sustained engagement in programs that are both skills based and socially engaged, organisations need to be aware of the role of motives and motives attributions in enhancing the benefits of corporate volunteering for all three stakeholders. Employee volunteers should note

that approaching volunteering as a learning experience can help them get the most professional benefits out of the experience. Firstly, as volunteer participation seems most rewarded by supervisors when it is perceived to be driven by skill development motives, those participating as volunteers should be aware of the need to manage how their volunteer participation is perceived. They would be well advised to clearly communicate the relevance and utility of their volunteer participation on work performance so that key decision makers perceive the potential of volunteering as a developmental training experience.

However, it is important for volunteer-providing organisations to consider the signal that their corporate volunteering practices send about the motives of the organisation because programs that are perceived as altruistically motivated are also more likely to be perceived by volunteers as potentially impactful. Therefore, I recommend that organisations focus on their messaging around the benefits of corporate volunteering to highlight not only the internal benefits for staff development, but also the external benefits for volunteer-involving organisations and the communities they serve. This values-driven messaging, combined with support for employee volunteering efforts is important in demonstrating to employees that organisational motives are altruistic. My findings suggest that engaging in these practices will increase the effectiveness of corporate volunteering in enhancing the affective commitment of employees to their organisations.

From the perspective of the volunteer-involving organisation, my research found that when employees participate in corporate volunteering as a way of 'living out their values,' they are likely to become cause champions and sustain their participation over time. In contrast, when employees participate in corporate volunteering because they anticipate receiving workplace rewards or punishments, they are unlikely to invest much effort into the volunteering. To encourage high levels of performance during volunteer tasks and the likelihood that volunteers

will become cause champions, volunteer-involving organisations should consider how their recruitment practices might attract volunteers that are motivated for the ‘right’ reasons (i.e., those that are high on identified motivation) and not the ‘wrong’ reasons (i.e., those that are high on extrinsic motives). Recruitment materials and practices should identify volunteers whose personal values match the volunteer-involving organisation. For example, volunteer-involving organisations could consider asking about employee motives to best match volunteers that have values-alignment with their organisation.

Furthermore, volunteer-providing organisations need to consider how their corporate volunteering policies and practices might influence the motivation of their volunteers as it is important for corporate volunteers to be able to experience their actions as driven by their personal values and not only workplace incentives. The literature on self-determination theory suggests that ‘autonomy supportive’ environments that give people choice and encourage personal initiative can promote values-based (identified) motivation (e.g., Gagné, 2003; Gagné & Deci, 2005). Volunteer-providing organisations should ensure that participation in organisationally selected causes is completely voluntary to allow volunteers to contribute to causes that they find personally meaningful. Volunteer-providing organisations may also want to consider creating opportunities for volunteers to act in alignment with their values within the organisation, for example becoming internal advocates, and supporting the internal signalling by sharing experiences.

5.5 LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

There are many positive aspects to this research such as the mixed-methods, multi-source, multi-stakeholder design and the longitudinal nature of the quantitative research approach. However, as with all research studies, this thesis is not without its limitations.

The qualitative study used a broad sampling approach involving interviews with corporate volunteers and representatives from volunteer-providing and volunteer-involving organisations from a broad range of industries that had experience with a variety of corporate volunteering programs. While this allowed for greater generalisability, allowing insights to be drawn about aspects of program design and program perceptions that are considered important across programs, organisations and industries, it limited the specificity that could be drawn (Tsoukas, 2009). It also made it challenging to integrate the results of the two studies when they diverged as there were many plausible contextual reasons for the discrepancies that could not be reconciled in this research. To take full advantage of the power of mixed methods research to go deeply into a phenomenon, I recommend future research on corporate volunteering be conducted on one sample where contextual factors are kept constant, making it easier for the researcher to consider the particulars of the situation when interpreting research findings.

During the quantitative study I was unable to collect data on the impact of each aspect of program design and program perceptions from the perspective of all three stakeholders, particularly the volunteer-involving organisation. For example, I collected data on skill development from employee volunteers and work performance benefits from their supervisors, however, I was not privy to whether these programs were seen to utilise volunteer skills or have operational benefits from the perspective of volunteer-involving organisations. Not being able to take a tripartite lens again limited my ability to confirm whether the outcomes reported in the qualitative study were achieved by all three stakeholders in the quantitative study. This illustrates the difficulty of capturing a multi-stakeholder perspective and points to the potentially fruitful research still to be done to further unpack the relationship between the different dimensions of programs and their relationship with multi-stakeholder outcomes. For

example, I suggest future research unpack how programs can be designed to provide opportunities for both skill development and skill utilisation and the contextual conditions that facilitate the ‘transfer’ of these skills from one domain to the other.

My conceptualisation and measurement of the temporal dimensions of programs had its limitations. The research explored the impact of participation in short volunteering stints (ranging between 3 – 10.5 hours), finding that even short volunteer programs can produce value for stakeholders if repeated over time. However, I am not able to comment on the impact that participation in a single, longer program might have. It remains unclear whether the impact of corporate volunteering differs depending on whether volunteer hours are given in a single volunteer engagement or repeated engagements over time. During the qualitative phase I did not differentiate between the length of a volunteer’s participation in a particular volunteer program (e.g., in hours/minutes) and the length of their relationship with the volunteer-involving organisation (e.g., in months/weeks). During the quantitative phase of the research, I measured the number of programs a volunteer participated in but did not consider the time commitment required by each of those programs.

To understand the outcomes of the magnitude of volunteer participation more clearly, I suggest that future research consider both the time commitment (in hours/minutes) of each volunteer program that an individual participates in, as well as the total length of relationship (in months/weeks) between the individual and the volunteer-involving organisation. I also suggest that future research measure whether temporal dimensions matter at an organisational level, unpacking the effect of the number of volunteer hours donated by a volunteer-providing organisation from the overall length of their relationship with the volunteer-involving organisation. Untangling these temporal dimensions in greater detail, would allow future

research to paint a more nuanced picture of the effect of temporal characteristics on volunteer outcomes and help researchers better understand what pattern of participation is optimal to reap the maximum benefits from corporate volunteering programs.

6 CONCLUDING REMARKS

This thesis was both a research project and a personal journey to understand how to design volunteer programs that are ‘fit for purpose’. I entered the PhD both as a researcher and as a volunteer, seeking answers to ‘real life’ issues that I had faced. I chose a mixed method approach because I felt it is congruent with the ‘pragmatic’ goals of my research, allowing me to engage in a problem-solving inquiry process to uncover the answers to my research questions (Feilzer, 2010). Pragmatism ‘frees’ the researcher from the mental constraints imposed by the “forced choice dichotomy between positivism and constructivism” (Creswell & Plano Clark, 2007, p. 27), thereby releasing the researcher from being “prisoner of a particular [research] method or technique” (Robson, 1993, p. 291). Going into the PhD I felt confident about my chosen approach and proud that I had ‘broken free’. I did not anticipate the sense of longing that would periodically appear throughout the journey, a longing for the comfort of the ‘paradigmatic prison’ that provides a clear pathway to follow.

Gibson (2017) warns that while pragmatism might allow researchers to bridge the theoretical divide between positivism and constructivism, the practical challenges of conducting mixed method research cannot be ignored. Conducting mixed method research in a multidisciplinary team takes place in a context where researchers sometimes lack shared vocabularies, methodological tools, and beliefs about the nature of phenomena (Phoenix et al., 2013). What isn’t reflected in the final write-up of this thesis is the moments my supervisors and I shared dissimilar conceptions of what constitutes the most appropriate interpretation of the evidence, the times we contested the right vocabulary to use to describe what we found, the countless hours pouring back and forth between my qualitative and quantitative findings to piece together

the 'bits of the puzzle' (1979) that answer what really matters in achieving corporate volunteering effectiveness.

The PhD journey has also forced me to re-examine the impact of my own volunteer participation without the comfort of my rose-tinted glasses. It has been hard to reconcile that an experience so defining that it shaped my career trajectory might not have been everything that I had hoped it to be for the communities that we were there to serve. I can see now that there were dimensions that we could have focused on to make the program more 'fit for purpose,' if that purpose was ultimately to build up the communities in which we volunteered. We should have done more to recognise and develop the skills of the communities in which we worked. We should have ensured that the projects we were undertaking were considered impactful by those communities. We should have focused on building self-sustaining projects that were not reliant on each new set of volunteers.

As I write these final words of my thesis, I feel like I am once again tightening my seat belt on an unexpectedly turbulent plane trip returning from a personal adventure. The trepidations are the same: I am uneasy about whether my efforts have had the impact I desired. Is my thesis nothing but a reminder that corporate volunteering is complicated, challenging, and difficult to nail? It is in this moment of uncertainty that I reflect on the generosity of all the people I encountered who give of themselves to make these programs work. I am reminded that rather than focusing on the ways that corporate volunteering can go 'wrong', I should focus on the levers we now have to help us get it 'right.' By designing programs that serve the temporal, developmental and relational needs of all stakeholders, we are one step closer to ensuring that all stakeholders perceive them as 'fit for purpose'. It might not be easy, but the causes these programs engage with deserve nothing less.

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8 APPENDICES

The appendices to the thesis can be found below.

Appendix A presents the key documents prepared as part of the ethics applications for both phases of the research, including the participant information statements, consent forms and study invitations.

Appendix B presents the interview schedules that guided the interviews with representatives from each of the three stakeholder groups during the qualitative research study.

Appendix C presents the survey instruments used during the quantitative research study.

Appendix D presents the supplementary analyses from the quantitative research, including the Exploratory Factor Analysis (EFA) for each statistical model and regression results with alternative outcome variables.

APPENDIX A: ETHICS APPLICATION DOCUMENTS

A1. PHASE I PARTICIPANT INFORMATION STATEMENT



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Corporate Volunteering Programs: What do they deliver?

PARTICIPANT INFORMATION STATEMENT

What is this study about?

You are invited to take part in this research project, which is called ‘Corporate Volunteering Programs: What do they deliver?’ The purpose of this study is to understand the *motivations for, experiences with, and outcomes of* engaging in corporate volunteering programs from the perspective of business, employee volunteers and the not-for-profit organisations which they serve. It provides research participants with the opportunity to provide feedback about the challenges and benefits of corporate volunteering.

You have been invited to participate in this study **because of your involvement *directly* as a volunteer or *indirectly*, as an employee or manager involved in the planning and delivery of corporate volunteering programs.** This Participant Information Statement tells you about the research project and it explains the processes involved in participating. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don’t understand or want to know more about.

Participation in this research study is voluntary. If you don’t wish to take part, you don’t have to.

If you decide you want to take part in the research project, you will be asked to sign the Participant Consent Form. By signing you are telling us that you:

Understand what you have read.

Consent to be involved in the research project.

Consent to the use of your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

(2) Who is running the study?

Ms Mina Askovic, *B.HlthSci (Hons I)*, is conducting this study as the basis for her PhD candidature at The University of Sydney. This will take place under the supervision of Dr Leanne Cutcher and Dr Anya Johnson.

Professor Leanne Cutcher (Chief Investigator), *BA(Hons); UNSW PhD*

Professor of Management and Organization Studies; Associate Dean (Indigenous Strategy and Services); Associate Dean (Resourcing)
Discipline of Work and Organisational Studies, The University of Sydney Business School

Dr Anya Johnson, *BPsych, UWA; MSc (Occ Psych) Sheffield; PhD*

Senior Lecturer

Discipline of Work and Organisational Studies, The University of Sydney Business School

(3) What will the study involve for me?

If you agree to take part in the research project, you will first be asked to contact Mina Askovic at mina.askovic@sydney.edu.au, expressing your interest in participating in the project by signing and returning the Participant Consent Form.

As part of your participation, you will be asked to provide an interview that will last approximately **30-60 minutes**. The interview will consist of a set of open-ended questions to guide a conversation that asks you to reflect on your, or your organisation's experiences with corporate volunteering programs, including motivations for getting involved and any perceived benefits and challenges of volunteering. The interviews will be conducted by Mina Askovic at a time and place that is convenient for you, such as your workplace, on the University of Sydney grounds or via Skype.

If you have provided consent, the interviews will also be audio recorded and transcribed verbatim for analysis. Information about how this data will be handled is outlined in Section (8).

(4) How much of my time will the study take?

The interview is expected to take between **30 to 60 minutes**. In case the researcher may wish to conduct a follow-up interview, written permission will be sought following the initial interview process.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of Sydney.

If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. You can do this by contacting Professor Leanne Cutcher, the Chief Investigator on the research project by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

You are free to stop the interview at any time. Unless you say that you want us to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also refuse to answer any questions that you do not wish to answer during the interview.

(6) Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study. However, in the unlikely event that the interview is to bring up issues that cause you distress, please call the BeyondBlue hotline on 1300 22 4636. The hotline is available 24 hours / 7 days a week and exists to point individuals to the appropriate support service for their mental health needs. You also have the option to visit your local GP.

(7) Are there any benefits associated with being in the study?

We cannot guarantee or promise that you will receive any direct benefits from this research. However, you will contribute to a better understanding of volunteer programs in the corporate world. This may provide HR and not-for-profit managers with guidance on improving volunteering initiatives. As a result, the study may help to maximise the positive impact of corporate volunteering for both individual volunteers and their employing organisations as well as the not-for-profits and communities they serve.

(8) What will happen to information about me that is collected during the study?

By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise.

All personal and identifiable information collected as part of this study will be kept strictly confidential, except as required by law. The results of the research will be primarily disseminated through a student PhD thesis. The work may also contribute to a journal article, book chapter, conference presentation, news article or opinion piece. Furthermore, broad themes from the interviews will be presented as feedback to research participants that have indicated an interest in receiving it.

All results that are reported will protect individual privacy as pseudonyms will be assigned to participants in all forms of dissemination, including the feedback presented to research participants. No individual details that can be used to identify you or your organisation will be disclosed in any publications and the research team will not disclose opinions expressed in your interview to others. As a result, your anonymity, as well as the anonymity of your organisation will remain protected.

Interview recordings and transcripts will be de-identified and stored in electronic form on a secure, password-protected server provided by The University of Sydney. Any hardcopy documents will be stored securely at the University of Sydney Business School in a locked cupboard in a locked office, within a secure area of the Business School.

Only the researchers on this study will have access to the data and results will be held securely at the University of Sydney for a period of 5 years, in accordance with the University of Sydney Research Data Management Policy and Research Code of Conduct, after which it will be destroyed.

In accordance with relevant Australian and/or New South Wales privacy and other relevant laws, you have the right to request access to the information about you that is collected and stored by the research team. You also have the right to request that any information with which you disagree be corrected. Please inform Professor Leanne Cutcher if you would like to access your information.

(9) Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

(10) What if I would like further information about the study?

When you have read this information, Professor Leanne Cutcher will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Professor Leanne Cutcher, by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472. Alternatively, you can contact Ms Mina Askovic by email on mina.askovic@sydney.edu.au.

(11) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the Participant Consent Form. This feedback will be in the form of a lay summary booklet outlining the general themes to emerge out of the interviews. You will receive this feedback after the study is finished.

(12) What if I have a complaint or any concerns about the study?

Research involving humans in Australia is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved by the HREC of the University of Sydney [Protocol Number 2017/715]. As part of this process, we have agreed to carry out the study according to the *National Statement on Ethical Conduct in Human Research (2007)*. This statement has been developed to protect people who agree to take part in research studies.

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the university using the details outlined below. Please quote the study title and protocol number.

The Manager, Ethics Administration, University of Sydney:

- **Telephone:** +61 2 8627 8176
- **Email:** human.ethics@sydney.edu.au
- **Fax:** +61 2 8627 8177

This information sheet is for you to keep

A2. PHASE I PARTICIPANT CONSENT FORM



Discipline of Work & Organisational Studies
The University of Sydney Business School
ABN 15 211 513 464

Professor LEANNE CUTCHER
BA(Hons); UNSW PhD
Professor of Management and Organization
Studies
Associate Dean (Indigenous Strategy and Services)
Associate Dean (Resourcing)

Room 5177, H70 – Abercrombie Building
The University of Sydney, NSW, 2006, Australia
Telephone: +61 2 9036 5472
Facsimile: +61 2 9351 4729
E: leanne.cutcher@sydney.edu.au
Web: <http://www.sydney.edu.au/>
E: leanne.cutcher@sydney.edu.au

Corporate Volunteering Programs: What do they deliver?
PARTICIPANT CONSENT FORM

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.

The researchers have answered any questions that I had about the study, and I am happy with the answers.

I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of Sydney now or in the future.

I understand that I can withdraw from the study at any time.

I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.

✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

✓ I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me or my organisation.

I consent to:

Audio-recording	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Being contacted about follow-up interviews	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Would you like to receive feedback about the overall results of this study?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

If you answered **YES**, please indicate your preferred form of feedback and address:

Postal: _____

Email: _____

.....
Signature

.....
PRINT name

.....
Date

A3. PHASE I STUDY INVITATION

SUBJECT: Invitation – Share your experiences in a research study on corporate volunteering.



THE UNIVERSITY OF
SYDNEY
BUSINESS SCHOOL



Dear [NAME],

As a valued partner of The Centre for Volunteering, I would like to invite you to participate in a research project that is being conducted by Professor Leanne Cutcher, Dr Anya Johnson and Ms Mina Askovic from the University of Sydney.

Have your voice heard!

The University of Sydney Researchers are interested in talking to you about your experience as a volunteer or a staff member working with someone who has volunteered, whether in a corporate or not-for-profit setting.

Participating as an interview subject is an opportunity to share your insights, informing future program design and ensuring more effective provision of support and resources reaches those who need it most. All participants will receive a summary booklet of key findings.

You can find further details of the project in the Fact Sheet attached with this email. If you are interested in participating in the study, or for any questions regarding the project, please contact Mina Askovic on mina.askovic@sydney.edu.au.

It is important to note that while The Centre for Volunteering supports this project, it is an independent University of Sydney study.

Kind regards, [NAME]

A4. PHASE I STUDY FACT SHEET



THE UNIVERSITY OF
SYDNEY
BUSINESS SCHOOL



**HAVE YOUR
VOICE
HEARD.**

Participate in a research study on corporate volunteering...

Research Study Fact Sheet:

Corporate Volunteering: What does it deliver and to whom?

This Fact Sheet provides specific information about the **Corporate Volunteering Research Project**. The study is being undertaken by researchers at The University of Sydney who are interested in your experiences as a *corporate volunteer* or as an *employee or manager* involved in the planning and delivery of corporate volunteering programs.

What is the research about?

The purpose of this study is to understand the *motivations for, experiences with, and outcomes of* engaging in corporate volunteering programs from the perspective of business, employee volunteers and the not-for-profit organisations which they serve. It provides research participants with the opportunity to provide feedback about the challenges and benefits of corporate volunteering.

What will my participation involve?

If you agree to volunteer for the study, **you will be asked to participate in an interview** that will last **30-60 minutes**, depending on how much you have to say. The interview will consist of open-ended questions that ask you to reflect on your, or your organisation's experiences with corporate volunteering programs, including, motivations for getting involved and any perceived benefits and challenges of volunteering. The interviews will be conducted by Mina Askovic at a time and place that is convenient for you.

Are there any benefits from becoming involved?

We cannot promise that you will receive any direct benefits from this research, however, you will be contributing to a better understanding of corporate volunteer programs and the benefits they can provide to the organizations who participate in them. The study aims to maximise the positive impact of corporate volunteering for both individual volunteers and their employing organisations as well as the not-for-profits and communities they serve.

Who is running the study?

This research will comprise the PhD thesis of Ms Mina Askovic. Ms Askovic (B.Hlth.Sci Hons I) is the recipient of the Business School Social Good Scholarship, with a particular focus on corporate volunteering. Her research approach is multidisciplinary, and she is particularly enthusiastic about the role that business can play in addressing societal problems.

The research is taking place under the supervision of Professor Leanne Cutcher (Chief Investigator) BA(Hons); UNSW PhD and Dr Anya Johnson BPsych, UWA; MSc (Occ Psych) Sheffield; PhD. Leanne is a Professor of Management and Organization Studies, and Anya is Senior Lecturer in Organizational Behaviour in the Discipline of Work and Organisational Studies and the University of Sydney Business School.

How can I seek more information or get involved?

For more information or to participate in the research, please contact Mina Askovic at mina.askovic@sydney.edu.au.

A5. PHASE II PARTICIPANT INFORMATION STATEMENT – VOLUNTEERS



Discipline of Work & Organisational Studies
The University of Sydney Business School
ABN 15 211 513 464

Professor LEANNE CUTCHER
BA(Hons); UNSW PhD
Professor of Management and Organisation
Studies
Head of Discipline (Strategy, Innovation &
Entrepreneurship)

Room 4227, H70 – Abercrombie Building
The University of Sydney, NSW, 2006, Australia
Telephone: +61 2 9036 5472
Facsimile: +61 2 9351 4729
E: leanne.cutcher@sydney.edu.au
Web: <http://www.sydney.edu.au/>
E: leanne.cutcher@sydney.edu.au

Corporate Volunteering Programs: Designing for Impact **PARTICIPANT INFORMATION STATEMENT**

What is this study about?

You are invited to take part in the research project, 'Corporate volunteering programs: Designing for impact.' This University of Sydney study, conducted with the support of ABCN (Australian Business Community Network), seeks to investigate how to design corporate volunteering programs to maximise the benefits to employee volunteers, the organisations that support the volunteering and the organisations that host the volunteering, such as ABCN. As part of this research, the study explores the potential impact of corporate volunteering on employee learning and development.

You have been invited to participate in this study **because of your upcoming participation as a corporate volunteer in an ABCN volunteering program.** This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is completely voluntary. If you don't wish to take part, you don't have to.

If you decide you want to take part in the research project, you will be asked to indicate your consent by checking the relevant box in the Participant Consent Form. By providing your consent to take part in the research project, you are telling us that you:

Understand what you have read in this Participant Information Statement.
Agree to take part in the research study as outlined below.
Agree to the use of your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

(1) Who is running the study?

Ms Mina Askovic, *B.HlthSci (Hons I)*, is conducting this study as the basis for her PhD candidature at The University of Sydney. This will take place under the supervision of Dr Leanne Cutcher and Dr Anya Johnson.

Professor Leanne Cutcher (Chief Investigator), *BA(Hons); UNSW PhD* Professor of Management and Organization Studies; Head of Discipline, Strategy, Innovation and Entrepreneurship, The University of Sydney Business School.

Dr Anya Johnson, *BPsych, UWA; MSc (Occ Psych) Sheffield; PhD* Senior Lecturer Discipline of Work and Organisational Studies, The University of Sydney Business School.

(2) What will the study involve for me?

You will be invited to participate in this study via an email invitation sent by your organisation's ABCN contact. If you agree to take part in the research project, your participation will involve completing a survey (approx. 10-15 minutes long) at three different points in time – before the commencement of the ABCN program, directly after the completion of the program and at a 6-week follow-up after the program. The surveys will consist of a range of questions about your motivations *for*, experiences *with*, and outcomes *of* participating as a corporate volunteer. As we are interested in the relationship between these experiences and your attitudes *towards* and development *at* work, you will also be asked some questions about your job, your organisation, and your performance at work. The first survey is slightly longer as it also includes demographics, other individual differences and baseline measures.

Furthermore, as we seek to establish a holistic (360 degree) understanding of the outcomes of corporate volunteering, we wish to collect supplementary data from your (1) immediate workplace supervisor, (2) your organisation and (3) your mentee at ABCN.

Only if you provide your consent in the Participant Consent Form, the researchers will:

- (1) **Collect matching HR data on your post-mentoring promotion and attrition rates from your organisation.** It's important to note that only the research team at The University of Sydney will see the matched data. Any dissemination of the research results will always be presented in aggregated form, ensuring that the confidentiality of individual participants remains protected.
- (2) **Collect matching archival data from ABCN regarding your mentee's evaluation of the program.** This information is collected as a normal part of the mentoring experience.
- (3) **Seek TWO brief email surveys (approx. 2-3 minutes long) from your direct workplace supervisor.** The first survey will be prior to your commencement of the ABCN program and the second survey will be after your completion of the ABCN program. These surveys will ask about your supervisor's perceptions of the volunteer program and any impacts it has had on your personal and workplace experience and development. If you consent to this step, you will be asked to provide their email address or phone number so that the researcher team can contact them directly.

(3) How much of my time will the study take?

If you decide to take part in the study, you will spend about **30-45 minutes in total** completing the surveys. To ensure that this study does not interfere with your work or volunteering commitments, you will be able to access the survey link online and complete the survey at a place and time of your choosing.

(4) Who can take part in the study?

All employees from your organisation that are partaking in an ABCN corporate volunteering program in 2019 will be eligible for this study. This study will only involve corporate volunteers as defined above. Employees that participate in any other corporate volunteering program are excluded as their program is different.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of Sydney, ABCN or your workplace.

Submitting your completed surveys is an indication of your consent to participate in the study. If you feel uncomfortable about providing answers to any question in the survey, feel free to skip that question. Furthermore, you can withdraw your responses if you change your mind about having them included in the research, up to the point that the data matching process is complete, and the data set is irreversibly de-identified. At this point it would not be possible to withdraw your responses as we would no longer be able to re-identify your data from the rest of the data set.

If you decide to take part in the research and then change your mind later, you are free to withdraw at any time, without providing a reason. Your withdrawal WILL NOT jeopardise your relationship with the researchers or anyone else at the University of Sydney, ABCN or your workplace. You can withdraw by contacting Professor Leanne Cutcher, the Principal Investigator on the research project by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

(6) Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study. However, in the unlikely event that the surveys bring up issues that cause you distress, please call the BeyondBlue hotline on 1300 22 4636. The hotline is available 24 hours / 7 days a week and exists to point individuals to the appropriate support service for their mental health needs. You also have the option to visit your local GP.

(7) Are there any benefits associated with being in the study?

We cannot guarantee that you will receive any direct benefits from this research. However, you will contribute to a better understanding of the outcomes of corporate volunteering programs, including potential impacts on your personal and professional development. This may provide HR managers with guidance as to how to design future corporate volunteering programs to best leverage the benefits of these programs.

If you complete all 3 of the surveys, you can elect to receive a feedback booklet of your personal experiences during the program, benchmarked against the whole sample. This will be in the form of a profile that you will own, and will not be shared with anyone else, unless you choose to do so.

Furthermore, participants who complete all 3 surveys will enter a draw to win a \$100 shopping gift card. An announcement will be made for the winner to collect their prize after the completion of the project. It's important to note that participating in the study does not guarantee receiving the winning gift card.

(8) What will happen to information about me that is collected during the study?

By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise.

All personal and identifiable information collected as part of this study will be kept strictly confidential, except as required by law. Upon receipt of your surveys, your information will be entered into a database and your name will be replaced by a secure code and stored in electronic form on a secure, password-protected server provided by The University of Sydney.

The results of the research will be primarily disseminated through a student PhD thesis. The work may also contribute to a journal article, book chapter, conference presentation, news article or opinion piece. Furthermore, general findings will be presented as feedback to ABCN and the four organisations participating in this research. All findings that are reported will protect individual privacy and data will only be reported in an aggregated form. No individual details that can be used to identify you or your organisation will be disclosed in any publications. As a result, your anonymity, as well as the anonymity of your organisation will remain protected.

Finally, we intend to provide ABCN with an electronic, de-identified version of the survey data upon completion of the research to use in improving their services in the future. Before we do so, we will take out all the identifying information so that ABCN won't be able to link you to any of the information you provided. ABCN will store this data in a password-encrypted online work platform to which only members of staff directly involved in the research will be given access. The data will be used for internal development and promotional purposes *only* and will not be distributed to any third parties. ABCN will destroy their copy of the raw data set after a 5-year period by erasing it from their records.

The data set given to ABCN will only include your responses if you have provided your consent by checking the relevant box in the Participant Consent Form. If you do not provide your consent, your responses will be deleted from the data set given to ABCN. Furthermore, if you change your mind, you can withdraw your consent up until the time that the data matching process is complete, and the data set is irreversibly de-identified. At this point it would not be possible to withdraw your consent as we would no longer be able to re-identify your data from the rest of the data set. You can withdraw your consent by contacting Professor Leanne Cutcher, the Principal Investigator on the research project by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

(9) Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

(10) What if I would like further information about the study?

When you have read this information, Mina Askovic will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Ms Mina Askovic by email on mina.askovic@sydney.edu.au. Alternatively,

you can contact Professor Leanne Cutcher by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

(11) Will I be told the results of the study?

You have a right to receive feedback about the results of this study. You can tell us that you wish to receive feedback by checking the relevant box on the Participant Consent Form. All participants can receive general feedback from the study. This will be in the form of a lay summary booklet outlining the overall findings from the research. If you complete all 3 of the surveys, you can also elect to receive personalised feedback from the study. This will be in the form of a profile you will own which outlines your personal experiences during the program, benchmarked against the whole sample. It will not be shared with anyone else, unless you choose to do so. You will receive this feedback after the study is finished.

(12) What if I have a complaint or any concerns about the study?

Research involving humans in Australia is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved by the HREC of the University of Sydney [2018/957]. As part of this process, we have agreed to carry out the study according to the *National Statement on Ethical Conduct in Human Research (2007)*. This statement has been developed to protect people who agree to take part in research studies.

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the university using the details outlined below. Please quote the study title and protocol number.

The Manager, Ethics Administration, University of Sydney:

- **Telephone:** +61 2 8627 8176
- **Email:** human.ethics@sydney.edu.au
- **Fax:** +61 2 8627 8177 (Facsimile)

This information sheet is for you to keep

A6. PHASE II PARTICIPANT INFORMATION STATEMENT – SUPERVISORS



Discipline of Work & Organisational Studies
The University of Sydney Business School
ABN 15 211 513 464

Professor LEANNE CUTCHER
BA(Hons); UNSW PhD
Professor of Management and Organisation
Studies
Head of Discipline (Strategy, Innovation &
Entrepreneurship)

Room 4227, H70 – Abercrombie Building
The University of Sydney, NSW, 2006, Australia
Telephone: +61 2 9036 5472
Facsimile: +61 2 9351 4729
E: leanne.cutcher@sydney.edu.au
Web: <http://www.sydney.edu.au/>
E: leanne.cutcher@sydney.edu.au

Corporate Volunteering Programs: Designing for Impact **PARTICIPANT INFORMATION STATEMENT**

What is this study about?

You are invited to take part in the research project, 'Corporate volunteering programs: Designing for impact.' This University of Sydney study, conducted with the support of ABCN (Australian Business Community Network), seeks to investigate how to design corporate volunteering programs to maximise the benefits to employee volunteers, the organisations that support the volunteering and the organisations that host the volunteering, such as ABCN. As part of this research, the study explores the potential impact of corporate volunteering on employee development and performance at work.

You have been invited to participate in this study **because you are the supervisor of an employee that is participating as a corporate volunteer in an ABCN volunteering program.** This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is completely voluntary. If you don't wish to take part, you don't have to.

Submitting a completed survey is an indication of your consent to participate in the study. By providing your consent to take part in the research project, you are telling us that you:

Understand what you have read in this Participant Information Statement.
Agree to take part in the research study as outlined below.
Agree to the use of your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

(1) Who is running the study?

Ms Mina Askovic, *B.HlthSci (Hons I)*, is conducting this study as the basis for her PhD candidature at The University of Sydney. This will take place under the supervision of Dr Leanne Cutcher and Dr Anya Johnson.

Professor Leanne Cutcher (Chief Investigator), *BA(Hons); UNSW PhD* Professor of Management and Organization Studies; Head of Discipline, Strategy, Innovation and Entrepreneurship, The University of Sydney Business School.

Dr Anya Johnson, *BPsych, UWA; MSc (Occ Psych) Sheffield; PhD* Senior Lecturer Discipline of Work and Organisational Studies, The University of Sydney Business School.

(2) What will the study involve for me?

You will be invited to participate in this study via an email invitation sent by Mina Askovic, a researcher from the University of Sydney. If you agree to take part in the research project, your participation will involve completing TWO short surveys (3 mins max), **one prior to the employee's commencement in the program and one after the employee's completion of the program**. The first survey will ask you about your perceptions of the ABCN volunteer program as well as the employee's baseline performance at work. The second survey will ask about the impact of participating as a volunteer on the employee's learning and development.

(3) How much of my time will the study take?

If you decide to take part in the study, you will spend about **6 minutes in total** completing the surveys. To ensure that this study does not interfere with your work commitments, you will be able to access the survey link online and complete the survey at a place and time of your choosing.

(4) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of Sydney, ABCN or your workplace.

Submitting a completed survey is an indication of your consent to participate in the study. If you feel uncomfortable about providing answers to any question in the survey, feel free to skip that question. Furthermore, you can withdraw your responses if you change your mind about having them included in the research, up to the point that the data matching process is complete, and the data set is irreversibly de-identified. At this point it would not be possible to withdraw your responses as we would no longer be able to re-identify your data from the rest of the data set.

If you decide to take part in the research and then change your mind later, you are free to withdraw at any time, without providing a reason. Your withdrawal will not jeopardise your relationship with the with the researchers or anyone else at the University of Sydney, ABCN or your workplace. You can withdraw by contacting Professor Leanne Cutcher, the Principal Investigator on the research project by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

(5) Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(6) Are there any benefits associated with being in the study?

We cannot guarantee or promise that you will receive any direct benefits from this research. However, you will contribute to a better understanding of the outcomes of corporate volunteering programs, including potential impacts on employee personal and professional development. This may provide HR managers with guidance as to how to design future corporate volunteering programs to best leverage the benefits of these programs.

(7) What will happen to information about me that is collected during the study?

By providing your consent, you are agreeing to us collecting some personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise.

All personal and identifiable information collected as part of this study will be kept strictly confidential, except as required by law. Upon receipt of your surveys, your information will be entered into a database and your name will be replaced by a secure code and stored in electronic form on a secure, password-protected server provided by The University of Sydney.

The results of the research will be primarily disseminated through a student PhD thesis. The work may also contribute to a journal article, book chapter, conference presentation, news article or opinion piece. Furthermore, general findings will be presented as feedback to ABCN and the four organisations participating in this research – The Commonwealth Bank of Australia, IAG, Stockland and KPMG. All findings that are reported will protect individual privacy and data will only be reported in an aggregated form. No individual details that can be used to identify you or your organisation will be disclosed in any publications. As a result, your anonymity, as well as the anonymity of your organisation will remain protected.

(8) Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

(9) What if I would like further information about the study?

When you have read this information, Mina Askovic will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Ms Mina Askovic by email on mina.askovic@sydney.edu.au. Alternatively, you can contact Professor Leanne Cutcher by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

(10) Will I be told the results of the study?

You have a right to receive feedback about the results of this study. You can tell us that you wish to receive feedback by ticking the relevant box in the online survey. This will in the form of a lay summary booklet outlining the overall findings from the research.

(11) What if I have a complaint or any concerns about the study?

Research involving humans in Australia is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved by the HREC of the University of Sydney [2018/957]. As part of this process, we have agreed to carry out the study according to the *National Statement on Ethical Conduct in Human Research (2007)*. This statement has been developed to protect people who agree to take part in research studies.

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the university using the details outlined below. Please quote the study title and protocol number.

The Manager, Ethics Administration, University of Sydney:

- **Telephone:** +61 2 8627 8176
- **Email:** human.ethics@sydney.edu.au
- **Fax:** +61 2 8627 8177 (Facsimile)

This information sheet is for you to keep

A7. PHASE II PARTICIPANT CONSENT FORM – VOLUNTEERS



Discipline of Work & Organisational Studies
The University of Sydney Business School
ABN 15 211 513 464

Professor LEANNE CUTCHER
BA(Hons); UNSW PhD
Professor of Management and Organisation
Studies
Head of Discipline (Strategy, Innovation &
Entrepreneurship)

Room 4227, H70 – Abercrombie Building
The University of Sydney, NSW, 2006, Australia
Telephone: +61 2 9036 5472
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Web: <http://www.sydney.edu.au/>
E: leanne.cutcher@sydney.edu.au

Corporate Volunteering Programs: Designing for Impact
PARTICIPANT CONSENT FORM

I, [PRINT NAME], agree to take part in this
research study.

In giving my consent I state that:

- I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- The researchers have answered any questions that I had about the study, and I am happy with the answers.
- I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of Sydney, ABCN or my organisation, now or in the future.
- I understand that I can withdraw from the study at any time.
- I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

- I understand that I can withdraw my consent to any of the points below up until the time that the data matching process is complete, and the data set is irreversibly de-identified. After this point it would not be possible to withdraw your consent as it would no longer be possible to re-identify your responses from the rest of the data set. You can withdraw your consent by contacting Professor Leanne Cutcher, the Principal Investigator on the research project by email on leanne.cutcher@sydney.edu.au or by phone on 9036 5472.

I consent to:

- The research partner, ABCN, being provided with a de-identified copy of the raw data set after the completion of the research process, to be used within a 5-year period. (Note: This data will not include the names of any research participants or organisations or any other information that could identify them (eg age), ensuring the privacy and confidentiality of the research participants. ABCN will store the data in a password-encrypted online work platform to which only members of staff directly involved in any research will be given access. The data will be used for internal development and promotional purposes only and will not be distributed to any third parties. ABCN will destroy their copy of the raw data set after the 5-year period by erasing it).

YES NO

- The researchers matching my data with data collected by ABCN regarding my mentee’s evaluation of the program.

YES NO

- The researchers matching my data with HR data from my organisation regarding my post-volunteering attrition and promotion rates.

YES NO

- The researchers contacting my workplace supervisor to complete TWO brief (2-3 minute) surveys regarding the impact corporate volunteering has had on my personal and professional experience and development.

YES NO

If yes, please provide your supervisor’s details below:

Name:

Email:

Phone Number:

I would like to receive feedback about my personal results YES NO

I would like to receive feedback about the overall results of this study YES NO

If you answered **YES**, please provide your email address:

Email:

.....
Signature

.....
PRINT name

.....
Date

A8. PHASE II INVITATION EMAIL PREPARED FOR VOLUNTEERS

SUBJECT: Invitation to participate in the ABCN – Sydney University Corporate Volunteering Study

Dear [NAME],

As an upcoming volunteer for an ABCN mentoring program, I would like to invite you to participate in a research project that is being conducted by Professor Leanne Cutcher, Dr Anya Johnson and Ms Mina Askovic from the University of Sydney.

Have your voice heard!

The University of Sydney researchers are interested in your experiences with ABCN and their potential impact on you at work. Your participation would involve completing a 10-min online survey at three points in time – prior to commencing the mentoring program, directly after the completion of the program and at a 6-week follow-up.

Participating as a survey participant is an opportunity to share your insights, informing future program design to maximise the benefits to employees and their organisations. All participants will receive a personalised feedback booklet of their experiences.

You can find further details of the project in the Participant Information Statement attached with this email. If you are interested in participating in the study, please find the link to the first survey below.

[LINK]

For any questions regarding the project, please contact Mina Askovic on mina.askovic@sydney.edu.au.

It is important to note that while ABCN and your organisation support this project, it is an independent University of Sydney study.

With regards, [NAME]

A9. PHASE II INVITATION EMAIL PREPARED FOR SUPERVISORS

SUBJECT: Invitation to complete your pre-program evaluation of [NAME] for the ABCN – Sydney University Corporate Volunteering Study

Dear [NAME],

You are receiving this email as the workplace supervisor of [NAME]. As you are aware, [NAME] is participating as a corporate volunteer for ABCN. Along with their participation, [NAME] has elected to participate in a research project that is being conducted by researchers at the University of Sydney who are interested in understanding the potential impact of corporate volunteering on work. *You can find further details of the project in the Participant Information Statement attached with this email.*

To establish a more holistic understanding of [NAME] at work, we would like to invite you to complete TWO brief online surveys (3 mins max), one prior to [NAME]’s commencement in the program and one after [NAME]’s completion. The first survey will ask you about your perceptions of the ABCN volunteer program as well as [NAME]’s baseline performance at work. The second survey will ask about the impact of participating as a volunteer on [NAME]’s learning and development.

Participation in this study is voluntary. However, your assistance would be very much appreciated and will help inform future program design to maximise the benefits to employees, the organisations that support the volunteering and the organisations that host the volunteering, such as ABCN.

Please find the link to the pre-commencement survey below:

[LINK]

For any questions regarding the project, please feel free to contact me (Mina Askovic) on mina.askovic@sydney.edu.au.

It is important to note that while ABCN and your organisation support this project, it is an independent University of Sydney study.

With Regards, Mina Askovic

APPENDIX B: INTERVIEW SCHEDULES

B1. VOLUNTEER INTERVIEW SCHEDULE

SECTION I: INTRODUCTORY QUESTIONS

Can you tell me a little bit about your organisation and your role in it?

- Job role (_____)
- Industry/Cause (_____)
- Size of Org. (_____)
- Role tenure (_____), Org. tenure (_____), Industry tenure (_____)
- Work Hours (_____per week)

Tell me a bit about your experience as a volunteer with [VIO]? When did you volunteer? What did it involve? How did you find out about the opportunity?

- Who chose the organisation you volunteered for?
- What kind of support was provided?
(time off? grants? training? recognition/rewards? performance reviews?)
- How long was the volunteering?

Circle below:

Team/Individual?
Local/International?

Skill-based/Practical?
Employee-initiated/Company-led?

Was that your first time volunteering? Do you do any other volunteering?

- Years as a volunteer (____yrs)
- Average time volunteering (_____) / yr
- Number of organisations _____

SECTION II: THE VOLUNTEER EXPERIENCE

Why did you choose to participate as a volunteer?

- *What expectations did you have of the volunteering program? Did it meet your expectations?*

What feelings do you associate with the experience overall?

- *Were there any aspects of the volunteer experience that were particularly memorable?*

Is there anything you feel you gained by volunteering with [VIO]?

- *Can you give me an example of a particularly valuable experience?*

On the flip side, were there any challenges that came because of being involved?

- *Can you give me an example? How did you respond to these challenges?*

What do you feel you contributed by volunteering with [VIO]?

- *Do you feel your contribution made an impact? How satisfied were you with the outcome?*

From your experience, why do you think your organisation operates the volunteering scheme? What do you think motivates [VPO] to facilitate volunteers?

- How do feel these goals relate to one another?

There is this idea that corporate volunteering constitutes a win-win-win for business, the volunteer, and the not-for-profit organisations which they serve. Considering your experience with [VIO], is this true?

- Do you think everyone benefits equally? Who do you think benefits the most?

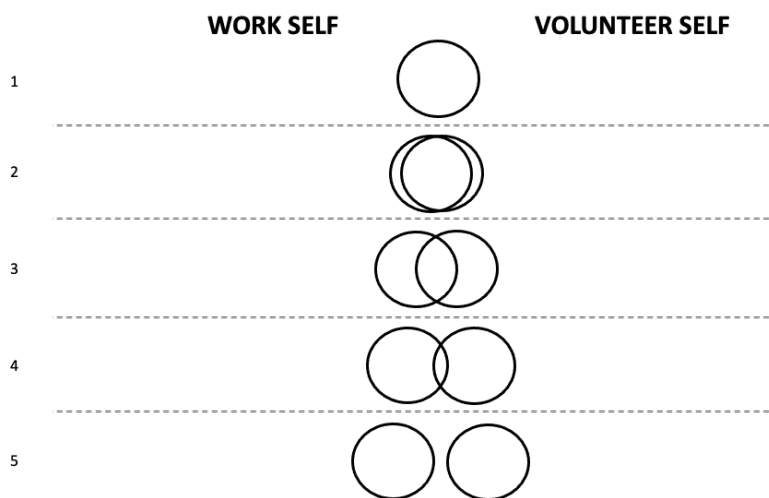
What, in your opinion, makes a good corporate volunteering program? How do you think this can be achieved?

- Are there any changes you would make to your experience with [VIO] in light of this?

Would you volunteer again? Why/why not? Would you volunteer for [VIO] Why/why not?

SECTION III: EMPLOYMENT AND VOLUNTEERING

[SHOW PROP]



Imagine that one of the circles at the left in each row represents your work self and the other side at the right represents your volunteer self. Can you tell me which case best describes the overlap between your workplace and volunteering selves? Why did you pick this rating?

- Were there any aspects of your work role that affected how you approached volunteering?
On the flip side of that, did your volunteer experience affect how you think, feel, or behave at work?

Now, I want you to imagine yourself at work. Can you describe for me [NAME] at work? How would your colleagues describe you?

- Is this workplace identity an important reflection of who you are? (If you had to place a number from 1 to 5, with 5 being the highest, how important is your workplace identity in reflecting who you are?)

Now, want you to image yourself as a volunteer for [VIO]. Can you describe for me [NAME] in that role? How would others describe or see you?

- Is this volunteer identity an important reflection of who you are? (If you had to place a number from 1 to 5, with 5 being the highest, how important is your volunteer identity in reflecting who you are?)

I want you to imagine yourself at work into the future. Can you describe your most feared image? What about your most desired image?

B2. VOLUNTEER-PROVIDING ORGANISATION (VPO) INTERVIEW SCHEDULE

SECTION I: INTRODUCTORY QUESTIONS

I know that you are the [ROLE] at [VPO]. Can you tell me a little bit more about your organisation and your role in it?

- Job role (_____)
- Industry/Cause (_____)
- Size of Org. (_____)
- Role tenure (_____), Org. tenure (_____), Industry tenure (_____)
- Work Hours (_____ per week)

Can you tell me a little bit about the corporate volunteering scheme you have in place here? What does it involve (i.e., how is it structured and managed)?

- What are the policies and procedures in place – for example, for recruiting, training, or rewarding volunteers?
- What kind of entitlements/concessions/incentives does the company provide for employees to engage in corporate volunteering?
- How many companies do you engage in corporate volunteering partnerships with? How do you choose them?
- What is the average length and frequency of interaction between volunteers and [VIO]?

Circle below:

- | | |
|----------------------|---------------------------------|
| Team/Individual? | Skill-based/Practical? |
| Local/International? | Employee-initiated/Company-led? |

SECTION II: Motivations and Expectations of Corporate Volunteering

Why does [VPO] choose to participate in corporate volunteering?

- As an organisation, what objectives do you hope to achieve from these partnerships?
- How do you think corporate volunteering is viewed in your organisation?
- How important is corporate volunteering to your organisation? *Does it play a strategic function?*

What are your expectations when engaging in corporate volunteering?

- What do you expect from corporate volunteering in terms of investments and return?
- Are there any specific demands, guidelines or conditions you set out to collaborate with a VIO?

What do you think are the expectations of the organisations with which you engage?

What are the expectations of the volunteers?

Can you think of a time when you faced any incompatible or conflicting expectations?

If yes,

- How did you go about managing the situation? Could you talk me through your thought process at the time?
- What helped you to make the decisions you made? Did anything stand in your way?
- How satisfied were you with the outcome?
- How did you communicate about the situation with different people?

SECTION III: Evaluation of Corporate Volunteering

What are the major *benefits* for [VPO] of engaging in corporate volunteering?

What are the major *challenges or risks* for [VPO] of engaging in corporate volunteering?

Is corporate volunteering working for you? Why/Why not?

- Would you want to be involved more or less in corporate volunteering? Why/Why not?

What, in your opinion, makes an ideal corporate volunteering program? How do you think this can be achieved?

- Are there any strategies that, if applied, might make the current corporate volunteering scheme more valuable for you?

There is this idea that corporate volunteering constitutes a win-win-win for business, the volunteer, and the not-for-profit organisation which they serve. Considering your experience is this true?

- Do you think everyone benefits equally? Who do you think benefits the most?

B3. VOLUNTEER-INVOLVING ORGANISATION (VIO) INTERVIEW SCHEDULE

SECTION I: INTRODUCTORY QUESTIONS

I know that you are the [ROLE] at [VIO]. Can you tell me a little bit more about your organisation and your role in it?

- Job role (_____)
- Industry/Cause (_____)
- Size of Org. (_____)
- Role tenure (_____), Org. tenure (_____), Industry tenure (_____)
- Work Hours (_____ per week)

Can you tell me a little bit about the corporate volunteering scheme you have in place here? What does it involve (i.e., how is it structured and managed)?

- What are the policies and procedures in place – for example, for recruiting, training, or rewarding volunteers?
- How many companies do you engage in corporate volunteering partnerships with? How do you choose them?
- What is the average length and frequency of interaction between volunteers and [VIO]?

Circle below:

Team/Individual?

Skill-based/Practical?

Local/International?

Employee-initiated/Company-led?

SECTION II: Motivations and Expectations of Corporate Volunteering

Why does [VIO] choose to participate in corporate volunteering?

- As an organisation, what objectives do you hope to achieve from these partnerships?
- How do you think corporate volunteering is viewed in your organisation?
- How important is corporate volunteering to your organisation? *Does it play a strategic function?*

What are your expectations when engaging in corporate volunteering?

- What do you expect from corporate volunteering in terms of investments and return?
- Are there any specific demands, guidelines or conditions you set out to collaborate with a VIO?

What do you think are the expectations of the organisations with which you engage?

What are the expectations of the volunteers?

Can you think of a time when you faced any incompatible or conflicting expectations?

If yes,

- How did you go about managing the situation? Could you talk me through your thought process at the time?
- What helped you to make the decisions you made? Did anything stand in your way?
- How satisfied were you with the outcome?
- How did you communicate about the situation with different people?

What are the major *benefits* for [VIO] of engaging in corporate volunteering?

What are the major *challenges or risks* for [VIO] of engaging in corporate volunteering?

Is corporate volunteering working for you? Why/Why not?

- Would you want to be involved more or less in corporate volunteering? Why/Why not?

What, in your opinion, makes an ideal corporate volunteering program? How do you think this can be achieved?

- Are there any strategies that, if applied, might make the current corporate volunteering scheme more valuable for you?

There is this idea that corporate volunteering constitutes a win-win-win for business, the volunteer, and the not-for-profit organisation which they serve. Considering your experience is this true?

- Do you think everyone benefits equally? Who do you think benefits the most?

APPENDIX C: SURVEY INSTRUMENTS

C1. VOLUNTEER PRE-PROGRAM SURVEY

Section I: About you

Personal Information

Surname:

First Name:

OR Customised Code:

Providing your name enables us to link this survey with your future surveys. **Your name will be kept strictly confidential, and your survey responses will not be identifiable to anyone at ABCN or your organisation.**

If you do not feel comfortable providing your name, you have the option to create a customized code. To create the code, provide the following: first 4 letter of your birth month, first 3 numbers of your birth year, name of your birth city and your favourite colour.

Preferred email address:

What gender do you identify with? Male Female A gender not listed here

DOB: __/__/____

About your work arrangements

Job title:

Business unit / department:

Office location:

How long have you worked...

... in your role? _____ years _____ months

... in your business unit/ department? _____ years _____ months

... in your organisation? _____ years _____ months

What is your current employment status? Full-time Part-time Casual

What is your current work schedule? Fixed Flexible (please explain) Other (please explain)

On average, how many hours do you work per week (including overtime)? _____ hours

About your volunteering experience

Is this your first time participating as a mentor for ABCN? Yes No

If no, how many ABCN program have you participated in? _____

In no, in what capacity have you been involved with ABCN?

ABCN mentor ABCN 'champion' / coordinator ABCN facilitator

Have you participated in any other volunteering opportunities offered by [ORG]? Yes No

Have you done any volunteering outside of your role as an employee? Yes No

How did you find out about the ABCN corporate volunteering program?

From other staff From my supervisor Announcement Social media

Which ABCN program are you participating in?

Start Date __/__/____ End Date __/__/____ (this is when we will send you the 2nd survey)

<i>The following statements refer to the role volunteering plays in your life. It includes volunteering activities both inside and outside of your role as an employee. Please rate to what extent you agree with the following statements:</i>	Strongly disagree	Neither			Strongly agree
Volunteering is something I often think about.	1	2	3	4	5
I would feel at a loss if I were forced to give up volunteering.	1	2	3	4	5
Volunteering is an important part of who I am.	1	2	3	4	5
I plan to volunteer in the future.	1	2	3	4	5
I hope that volunteering is part of my life in the future.	1	2	3	4	5

Section II: About your upcoming volunteering with ABCN

<i>The following statements concern your motives for participating in ABCN mentoring. Please rate to what extent the following statements reflect your motives for participating:</i>	Not at all for this reason	Somewhat for this reason			Completely for this reason
I'm motivated to participate...					
... because I expect to have fun during the program.	1	2	3	4	5
... because the program seems interesting.	1	2	3	4	5
... because what I will do in the program sounds exciting.	1	2	3	4	5
... because I believe the program will have personal significance to me.	1	2	3	4	5
... because I personally consider it important to put effort into this program.	1	2	3	4	5
... because the program aligns with my personal values.	1	2	3	4	5
... because I will feel bad about myself if I don't.	1	2	3	4	5
... because it will make me feel proud of myself.	1	2	3	4	5
... because I want to prove to myself that I can contribute.	1	2	3	4	5
... to avoid being criticized by others (e.g., colleagues, team or supervisor).	1	2	3	4	5
... because I expect others will respect me more if I do (e.g., colleagues, team or supervisor).	1	2	3	4	5
... to gain others' approval (e.g., colleagues, team or supervisor).	1	2	3	4	5
... to compensate for something that I lack in my job.	1	2	3	4	5
... to make up for something that I don't get in my job.	1	2	3	4	5
... to expose myself to something that isn't a part of my job.	1	2	3	4	5
... to get more of what I like out of my job.	1	2	3	4	5
... to enhance what I appreciate about my job.	1	2	3	4	5
... to gain more of what I value in my job.	1	2	3	4	5

The following statements concern your expectations of the upcoming ABCN mentoring program. Please rate the extent to which you agree with the following statements:	Strongly disagree		Neither		Strongly agree	
	1	2	3	4	5	5
I know the challenges and opportunities of the program.	1	2	3	4	5	5
I have a clear understanding of what the program entails.	1	2	3	4	5	5
My duties and responsibilities in the program are clear to me.	1	2	3	4	5	5
I do not think that I will have any problems in adjusting to my role as a mentor.	1	2	3	4	5	5
I feel confident that my abilities will equal or exceed those expected of mentors in this program.	1	2	3	4	5	5
My past experiences and accomplishments increase my confidence that I will be able to perform successfully in my role as a mentor.	1	2	3	4	5	5
I feel that being a mentor will make a positive difference in young people's lives.	1	2	3	4	5	5
I am aware of the ways in which being a mentor benefits the young people.	1	2	3	4	5	5
I am conscious of the positive impact that ABCN mentoring has on the mentees.	1	2	3	4	5	5
My work as a mentor will make young people's lives better.	1	2	3	4	5	5

Section III: Volunteering programs at your organisation

The following statements concern the role of volunteering programs at [insert organisation]. This includes, but is not exclusive to, ABCN mentoring. Please rate to what extent you agree with the following statements:	No extent		Moderate extent		Very large extent	
	1	2	3	4	5	5
[insert organisation] encourages participation in corporate volunteering.	1	2	3	4	5	5
[insert organisation] endorses volunteering opportunities.	1	2	3	4	5	5
[insert organisation] actively supports involvement in volunteering programs.	1	2	3	4	5	5
My supervisor participates in volunteering activities.	1	2	3	4	5	5
My supervisor encourages participation in corporate volunteering.	1	2	3	4	5	5
My supervisor endorses volunteering opportunities.	1	2	3	4	5	5
My supervisor actively supports involvement in volunteering programs.	1	2	3	4	5	5
My colleagues participate in volunteering activities.	1	2	3	4	5	5
I feel pressure to engage in volunteering activities.	1	2	3	4	5	5
I feel like I am expected to volunteer.	1	2	3	4	5	5
I feel like I have to participate in corporate volunteering.	1	2	3	4	5	5

The following statements specifically concern [insert organisation]'s motives for offering ABCN programs to staff. Please rate to what extent you believe the following statements reflect your organisation's motives for offering ABCN mentoring to staff:	Strongly disagree		Neither		Strongly agree	
	1	2	3	4	5	5
[insert organisation] offers ABCN programs to staff...						
... because it is genuinely concerned about being socially responsible.	1	2	3	4	5	5
... because it feels morally obligated to help.	1	2	3	4	5	5

... in order to give something back to the community.	1	2	3	4	5
... to strengthen its reputation with the public.	1	2	3	4	5
... because it expects that it will have positive spin-off in terms of its external image.	1	2	3	4	5
... to show the outside world that it is concerned by social matters.	1	2	3	4	5
... to develop staff knowledge and skills.	1	2	3	4	5
... to facilitate staff learning and development.	1	2	3	4	5
... to build on staff abilities and talents.	1	2	3	4	5
... because it expects that it will boost staff morale.	1	2	3	4	5
... in order to foster staff engagement.	1	2	3	4	5
... to increase staff satisfaction.	1	2	3	4	5

Section IV: About your job

<i>The following statements concern your current role at [insert organisation]. In general, to what extent:</i>	No extent	Moderate extent	Very large extent		
Do you find that work piles up faster than you can complete it?	1	2	3	4	5
Do you spend time doing basic tasks that prevent you from completing pressing ones?	1	2	3	4	5
Do you find yourself going from one urgent task or problem to the next?	1	2	3	4	5
Do you feel stressed because of your work?	1	2	3	4	5
Do you find that stressful things happen to you at work?	1	2	3	4	5
Do you feel your job is stressful?	1	2	3	4	5
Do you have opportunities to apply skills that are important to your career?	1	2	3	4	5
Do you feel your knowledge and skills are fully utilised?	1	2	3	4	5
Do you have the chance to use the abilities you possess?	1	2	3	4	5
Do you feel there are opportunities for change and growth?	1	2	3	4	5
Do you find there is potential for professional development?	1	2	3	4	5
Do you have opportunities to learn new things?	1	2	3	4	5
Can you plan how you do your work?	1	2	3	4	5
Can you use personal initiative or judgment in carrying out your work?	1	2	3	4	5
Can you decide how to go about doing your work?	1	2	3	4	5
Does your work depend on others doing their work?	1	2	3	4	5
Is your work affected by the work of other people?	1	2	3	4	5
Does your work require you to accomplish tasks before others complete theirs?	1	2	3	4	5

<i>The following statements concern how you feel about your current role at [insert organisation].</i> Generally speaking, please rate to what extent you agree with the following statements:	Strongly disagree		Neither		Strongly agree
	1	2	3	4	5
The work I do is meaningful to me.	1	2	3	4	5
The work I do is very important to me.	1	2	3	4	5
The work I do is personally significant to me.	1	2	3	4	5
My employment in [insert org] is a big part of who I am.	1	2	3	4	5
I consider myself a [insert org] person.	1	2	3	4	5
What [insert org] stands for is important to me.	1	2	3	4	5
I share the goals and values of [insert org].	1	2	3	4	5
I feel strong ties with [insert org].	1	2	3	4	5
I think about quitting [insert org].	1	2	3	4	5
It is likely that I will look for a new job in the next year.	1	2	3	4	5
I am starting to ask my friends/contacts about other job possibilities.	1	2	3	4	5

Section V: You at work

<i>The following statements describe ways to approach tasks.</i> Generally speaking, please rate to what extent you agree with the following statements:	Strongly disagree		Neither		Strongly agree
	1	2	3	4	5
I like to show that I can perform better than others.	1	2	3	4	5
I prefer to work on tasks where I can prove my ability to others.	1	2	3	4	5
I try to figure out what it takes to prove my ability to others.	1	2	3	4	5
I look for opportunities to develop new skills and knowledge.	1	2	3	4	5
I enjoy challenging and difficult tasks where I'll learn new skills.	1	2	3	4	5
Development of my knowledge and skills is important enough to take risks.	1	2	3	4	5

<i>The following questions concern your wellbeing at work.</i> In general, to what extent do you feel:	No extent		Moderate extent		Very large extent
	1	2	3	4	5
... energetic?	1	2	3	4	5
... enthusiastic?	1	2	3	4	5
... positive?	1	2	3	4	5
... interested?	1	2	3	4	5
... wiped out?	1	2	3	4	5
... run-down?	1	2	3	4	5
... exhausted?	1	2	3	4	5
... tired?	1	2	3	4	5

<i>The following questions concern your feelings and behaviours <u>at work</u>. In general, to what extent do you...</i>	No extent	Moderate extent			Very large extent
... try hard to perform well on the job?	1	2	3	4	5
... devote energy to your job?	1	2	3	4	5
... try hard to complete your job?	1	2	3	4	5
... exert effort on the job?	1	2	3	4	5
... pay attention to your job?	1	2	3	4	5
... focus your mind on the job?	1	2	3	4	5
... feel absorbed by your job?	1	2	3	4	5
... concentrate your mind on the job?	1	2	3	4	5

<i>The following section is an opportunity to honestly reflect on your baseline performance at work. In general, to what extent do you...</i>	No extent	Moderate extent			Very large extent
... carry out your job well?	1	2	3	4	5
... complete your work well?	1	2	3	4	5
... ensure your tasks were completed properly?	1	2	3	4	5
... adapt well to any changes in your job?	1	2	3	4	5
... cope with any changes to the way you carry out your work?	1	2	3	4	5
... learn new skills to help you adapt to any changes in your work?	1	2	3	4	5
... initiate better ways of doing your work?	1	2	3	4	5
... come up with ideas to improve the way your work is done?	1	2	3	4	5
... make changes to the way your work is done?	1	2	3	4	5
... spend time conducting personal business instead of working?	1	2	3	4	5
... take additional or longer breaks than is acceptable at your workplace?	1	2	3	4	5
... come to work late, or leave early, without permission?	1	2	3	4	5
... neglect to follow your boss's instructions?	1	2	3	4	5
... intentionally waste time on the job?	1	2	3	4	5

C2. VOLUNTEER POST-PROGRAM SURVEY

Section I: About you

Personal Information		
Date: ___ / ___ / ___		
Surname:	First Name:	OR Customised Code:
<p><i>Providing your name enables us to link this survey with your future surveys. Your name will be kept strictly confidential and your survey responses will not be identifiable by anyone at the ABCN or your organisation.</i></p> <p>If you do not feel comfortable providing your name, you have the option to create a customized code. To create the code, provide the following: first 4 letter of your birth month, first 3 numbers of your birth year, name of your birth city and your favourite colour.</p>		

Section II: About your experience with ABCN

During the ABCN program, to what extent...	No extent	Moderate extent	Very large extent		
... were you clear about your duties and responsibilities?	1	2	3	4	5
... were you clear about the goals and objectives of the program?	1	2	3	4	5
... was it clear what you were expected to achieve?	1	2	3	4	5
... have the promises made during recruitment been kept?	1	2	3	4	5
... has the program come through in fulfilling the promises made to you when you were recruited?	1	2	3	4	5
... has ABCN done a good job of fulfilling its promises to you?	1	2	3	4	5
... did ABCN support you in your role?	1	2	3	4	5
... did ABCN make help available if you need it?	1	2	3	4	5
... did ABCN acknowledge the effort of its mentors?	1	2	3	4	5
... did ABCN let its mentors know that it appreciates their effort?	1	2	3	4	5
... were you exposed to perspectives other than your own?	1	2	3	4	5
... were you made to see the world through others eyes?	1	2	3	4	5
... were you given the opportunity to see other viewpoints?	1	2	3	4	5
... did you have opportunities to use the abilities you possess?	1	2	3	4	5
... did you have the chance to apply skills that are important to your career?	1	2	3	4	5
... did you feel your knowledge and skills were fully utilised?	1	2	3	4	5
... did you broaden your knowledge or skills?	1	2	3	4	5
... did you learn new ways of thinking or doing things?	1	2	3	4	5
... did you develop skills that will be useful in the future?	1	2	3	4	5

Please rate to what extent you agree with the following statements:	No extent	Moderate extent	Very large extent		
I found mentoring for ABCN meaningful.	1	2	3	4	5
The mentoring I did with ABCN was important.	1	2	3	4	5
Volunteering with ABCN was personally significant.	1	2	3	4	5

Being an ABCN mentor made a positive difference in young people's lives.	1	2	3	4	5
ABCN mentoring benefited the young people.	1	2	3	4	5
I am conscious of the positive impact that ABCN mentoring had on the mentees.	1	2	3	4	5
My work as a mentor made young people's lives better.	1	2	3	4	5

<i>The following statements concern your feelings and behaviours throughout the ABCN program.</i> In your role as a mentor, to what extent did you...	No extent	Moderate extent	Very large extent		
... find yourself laughing and smiling?	1	2	3	4	5
... enjoy the mentoring role?	1	2	3	4	5
... find that after mentoring, you felt happier and in better spirits?	1	2	3	4	5
... feel confident in your ability to perform well as a mentor?	1	2	3	4	5
... feel that your skills as a mentor were as good as that of others?	1	2	3	4	5
... feel other mentors were more capable than you?	1	2	3	4	5
... feel doubt in your performance as a mentor?	1	2	3	4	5

In your role as a mentor, to what extent did you feel...	No extent	Moderate extent	Very large extent		
... enthusiastic?	1	2	3	4	5
... energized?	1	2	3	4	5
... interested?	1	2	3	4	5
... bored?	1	2	3	4	5
... restless?	1	2	3	4	5
... nervous?	1	2	3	4	5
... anxious?	1	2	3	4	5
... emotionally challenged?	1	2	3	4	5

During the ABCN program, to what extent did you...	No extent	Moderate extent	Very large extent		
... feel that time went by slowly?	1	2	3	4	5
... feel absorbed by the tasks at hand?	1	2	3	4	5
... concentrate on the tasks at hand?	1	2	3	4	5
... focus your mind on the tasks as hand?	1	2	3	4	5
... devote energy to being a mentor?	1	2	3	4	5
... try hard to perform well as a mentor?	1	2	3	4	5
... exert effort in being a mentor?	1	2	3	4	5

<i>The following statements concern your attitudes towards mentoring after your experience with ABCN.</i> Please rate to what extent you agree with the following statements.	No extent	Moderate extent	Very large extent		
Mentoring with ABCN is something I often think about.	1	2	3	4	5

I would feel a loss if I were forced to give up ABCN activities.	1	2	3	4	5
Mentoring with ABCN is an important part of who I am.	1	2	3	4	5
I plan to mentor with ABCN in the future.	1	2	3	4	5
I hope that ABCN activities are part of my life for years to come.	1	2	3	4	5
I am more motivated to mentor because of my recent experience with ABCN.	1	2	3	4	5
I tell others about the positive experiences that I had mentoring for ABCN.	1	2	3	4	5
I encourage others to mentor with ABCN.	1	2	3	4	5
I talk positively about ABCN to others.	1	2	3	4	5

<i>The following statements concern the impact of the ABCN program on your role at work. In your role as a mentor, to what extent did ...</i>	No extent	Moderate extent	Very large extent		
... the demands of mentoring interfere with work-related activities?	1	2	3	4	5
... you have to put off doing things at work because of time demands from your mentoring activities?	1	2	3	4	5
... things you wanted to do at work not get done because of the demands of mentoring?	1	2	3	4	5
... mentoring interfere with your responsibilities at work?	1	2	3	4	5
... strain from your mentoring activities interfere with your ability to perform job-related duties?	1	2	3	4	5
... working to fulfill the demands of ABCN mentoring help to improve your professional growth and well-being?	1	2	3	4	5
... the demands of being an ABCN mentor challenge you to achieve professional goals and accomplishments?	1	2	3	4	5
... being an ABCN mentor promote your professional accomplishment?	1	2	3	4	5

Please rate to what extent you agree with the following statements...	Strongly disagree	Neither	Strongly agree		
... I should be rewarded for my efforts as a mentor.	1	2	3	4	5
... Mentoring has earned me the right to be cut some slack at work.	1	2	3	4	5
... I deserve extra privileges for my efforts.	1	2	3	4	5

Section III: Checking in with you at work

<i>The following statements concern how you feel about your role in [insert organisation] since your participation in the ABCN program. Please rate to what extent you agree with the following statements.</i>	No extent	Moderate extent	Very large extent		
My employment in [insert org] is a big part of who I am.	1	2	3	4	5
I consider myself a [insert org] person.	1	2	3	4	5
What [insert org] stands for is important to me.	1	2	3	4	5
I share the goals and values of [insert org].	1	2	3	4	5
I feel strong ties with [insert org].	1	2	3	4	5
I think about quitting this organisation.	1	2	3	4	5
It is likely that I will look for a new job in the next year.	1	2	3	4	5
I am starting to ask my friends/contacts about other job possibilities.	1	2	3	4	5

Since your participation in the ABCN program to what extent did you....	No extent	Moderate extent	Very large extent		
...feel energetic?	1	2	3	4	5
...be enthusiastic?	1	2	3	4	5
...feel positive?	1	2	3	4	5
...be interested?	1	2	3	4	5
...feel wiped out?	1	2	3	4	5
...feel run-down?	1	2	3	4	5
...feel exhausted?	1	2	3	4	5
...feel tired?	1	2	3	4	5
...feel stressed because of your job?	1	2	3	4	5
...find that stressful things happened to you at work?	1	2	3	4	5
... feel your job was stressful?	1	2	3	4	5

... try hard to perform well on the job?	1	2	3	4	5
... devote energy to your job?	1	2	3	4	5
... try hard to complete your job?	1	2	3	4	5
... exert effort on the job?	1	2	3	4	5
... pay attention to your job?	1	2	3	4	5
... focus your mind on the job?	1	2	3	4	5
...feel absorbed by your job?	1	2	3	4	5
... concentrate your mind on the job?	1	2	3	4	5
... carry out your job well?	1	2	3	4	5
... complete your tasks well?	1	2	3	4	5
... ensure your tasks were completed properly?	1	2	3	4	5
... adapt well to any changes in your job?	1	2	3	4	5
... cope with any changes to the way you carry out your job?	1	2	3	4	5
... learn new skills to help you adapt to any changes in your job?	1	2	3	4	5
... initiate better ways of doing your job?	1	2	3	4	5
...come up with ideas to improve the way your job is done?	1	2	3	4	5
...make changes to the way your job is done?	1	2	3	4	5

...spend time conducting personal business instead of working?	1	2	3	4	5
...take additional or longer breaks than is acceptable at your workplace?	1	2	3	4	5
...come to work late, or leave early, without permission?	1	2	3	4	5
...neglect to follow your boss's instructions?	1	2	3	4	5
...intentionally waste time on the job?	1	2	3	4	5

C3. VOLUNTEER FOLLOW-UP SURVEY

Section I: About you

Personal Information		
Date: ___ / ___ / ___		
Surname:	First Name:	OR Customised Code:
<p><i>Providing your name enables us to link this survey with your future surveys. Your name will be kept strictly confidential and your survey responses will not be identifiable by anyone at the ABCN or your organisation.</i></p> <p>If you do not feel comfortable providing your name, you have the option to create a customized code. To create the code, provide the following: first 4 letter of your birth month, first 3 numbers of your birth year, name of your birth city and your favourite colour.</p>		

Section II: Checking in with you as a mentor

<i>The following statements concern your attitudes towards mentoring after your experience with ABCN.</i>	No extent		Moderate extent		Very large extent	
	1	2	3	4	5	5
Please rate to what extent you agree with the following statements.						
Mentoring with ABCN is something I often think about.	1	2	3	4	5	5
I would feel a loss if I were forced to give up ABCN activities.	1	2	3	4	5	5
Mentoring with ABCN is an important part of who I am.	1	2	3	4	5	5
I plan to mentor with ABCN in the future.	1	2	3	4	5	5
I hope that ABCN activities are part of my life for years to come.	1	2	3	4	5	5
I am more motivated to mentor because of my recent experience with ABCN.	1	2	3	4	5	5
I tell others about the positive experiences that I had mentoring for ABCN.	1	2	3	4	5	5
I encourage others to mentor with ABCN.	1	2	3	4	5	5
I talk positively about ABCN to others.	1	2	3	4	5	5

Section III: Checking in with you at work

<i>The following statements concern how you feel about your role in [insert organisation] since your last survey.</i>	No extent		Moderate extent		Very large extent	
	1	2	3	4	5	5
Please rate to what extent you agree with the following statements.						
My employment in [insert org] is a big part of who I am.	1	2	3	4	5	5
I consider myself a [insert org] person.	1	2	3	4	5	5
What [insert org] stands for is important to me.	1	2	3	4	5	5
I share the goals and values of [insert org].	1	2	3	4	5	5
I feel strong ties with [insert org].	1	2	3	4	5	5
I think about quitting this organisation.	1	2	3	4	5	5
It is likely that I will look for a new job in the next year.	1	2	3	4	5	5
I am starting to ask my friends/contacts about other job possibilities.	1	2	3	4	5	5

Since your last survey to what extent did you....	No extent	Moderate extent	Very large extent		
...feel energetic?	1	2	3	4	5
...be enthusiastic?	1	2	3	4	5
...feel positive?	1	2	3	4	5
...be interested?	1	2	3	4	5
...feel wiped out?	1	2	3	4	5
...feel run-down?	1	2	3	4	5
...feel exhausted?	1	2	3	4	5
...feel tired?	1	2	3	4	5
...feel stressed because of your job?	1	2	3	4	5
...find that stressful things happened to you at work?	1	2	3	4	5
... feel your job was stressful?	1	2	3	4	5

... try hard to perform well on the job?	1	2	3	4	5
... devote energy to your job?	1	2	3	4	5
... try hard to complete your job?	1	2	3	4	5
... exert effort on the job?	1	2	3	4	5
... pay attention to your job?	1	2	3	4	5
... focus your mind on the job?	1	2	3	4	5
...feel absorbed by your job?	1	2	3	4	5
... concentrate your mind on the job?	1	2	3	4	5
... carry out your job well?	1	2	3	4	5
... complete your tasks well?	1	2	3	4	5
... ensure your tasks were completed properly?	1	2	3	4	5
... adapt well to any changes in your job?	1	2	3	4	5
... cope with any changes to the way you carry out your job?	1	2	3	4	5
... learn new skills to help you adapt to any changes in your job?	1	2	3	4	5
... initiate better ways of doing your job?	1	2	3	4	5
...come up with ideas to improve the way your job is done?	1	2	3	4	5
...make changes to the way your job is done?	1	2	3	4	5

...spend time conducting personal business instead of working?	1	2	3	4	5
...take additional or longer breaks than is acceptable at your workplace?	1	2	3	4	5
...come to work late, or leave early, without permission?	1	2	3	4	5
...neglect to follow your boss's instructions?	1	2	3	4	5
...intentionally waste time on the job?	1	2	3	4	5

C4. SUPERVISOR PRE-PROGRAM SURVEY

Section I: About you

Personal Information

Surname:

First Name:

Name of staff member than nominated you for this survey:

About your relationship with the employee

How long have you worked with this employee? ____ years ____ months

How frequently do you typically interact directly with this employee per day?

annually monthly fortnightly weekly daily

How would you characterize your relationship with this staff member?

extremely ineffective worse than average average better than average
 extremely effective

Section II: Your employee's motives for mentoring

<i>The following statements concern your perceptions of your employee's motives for participating in ABCN mentoring.</i> Please rate to what extent you agree with the following statements.	No extent	Moderate extent	Very large extent		
My employee is motivated to participate					
... because they believe in the ABCN cause.	1	2	3	4	5
... to help ABCN meet its goals.	1	2	3	4	5
... because they support ABCN's mission.	1	2	3	4	5
... to strengthen their reputation in the organisation.	1	2	3	4	5
... because they expect that it will have positive spin-off in terms of their professional image.	1	2	3	4	5
... to show they are concerned by social matters.	1	2	3	4	5
... to have a break from their everyday job.	1	2	3	4	5
... to have time away from the office.	1	2	3	4	5
... to get out of doing their work.	1	2	3	4	5
...to develop their knowledge and skills.	1	2	3	4	5
...to facilitate their learning and development.	1	2	3	4	5
...to build on their abilities and talents.	1	2	3	4	5
... to compensate for something they lack in their life.	1	2	3	4	5
... to make up for something they don't get in their job.	1	2	3	4	5
... to expose themselves to something that isn't a part of their job.	1	2	3	4	5

Section III: Your perceptions of the employee at work

<i>Think about the performance of the person you are rating. In general, to what extent do they...</i>	No extent	Moderate extent		Very large extent	
... carry out their work well.	1	2	3	4	5
... complete their work well.	1	2	3	4	5
... ensure their work is completed properly.	1	2	3	4	5
... adapt well to any changes to their work.	1	2	3	4	5
... cope with any changes to the way their work is done.	1	2	3	4	5
... learn new skills to help them adapt to any changes in their work.	1	2	3	4	5
... initiate better ways of doing their work.	1	2	3	4	5
... come up with ideas to improve the way in which their work is done.	1	2	3	4	5
... make changes to the way their work is done.	1	2	3	4	5
... spend time conducting personal business instead of working?	1	2	3	4	5
... take additional or longer breaks than is acceptable at your workplace?	1	2	3	4	5
... come to work late, or leave early, without permission?	1	2	3	4	5
... neglect to follow your instructions?	1	2	3	4	5
... intentionally waste time on the job?	1	2	3	4	5

C5. SUPERVISOR POST-PROGRAM SURVEY

Section I: Your perceptions of the impact of ABCN mentoring on work

<i>The following statements concern the impact you perceive ABCN volunteering had on the employee's work.</i> Thinking of the person you are rating, to what extent:	No extent		Moderate extent		Very large extent	
Did the demands of volunteering interfere with work-related activities?	1	2	3	4	5	
Did they have to put off doing things at work because of time demands from their volunteer activities?	1	2	3	4	5	
Did things they needed to do at work not get done because of the demands of volunteering?	1	2	3	4	5	
Did volunteering interfere with their responsibilities at work?	1	2	3	4	5	
Did strain from their volunteering activities interfere with their ability to perform job-related duties?	1	2	3	4	5	
Did working to fulfill the demands of ABCN mentoring help to improve their professional growth and well-being?	1	2	3	4	5	
Did the demands of being an ABCN mentor challenge them to achieve professional goals and accomplishments?	1	2	3	4	5	
Did being an ABCN mentor promote their professional accomplishment?	1	2	3	4	5	

<i>Thinking of the staff member you are rating, indicate to what extent you agree with the following statements.</i> As a result of their volunteer experience...	No extent		Moderate extent		Very large extent	
The staff member had brought new ideas to our organisation.	1	2	3	4	5	
The staff member has shared an external perspective that can help inform our organisation's work.	1	2	3	4	5	
The staff member has brought fresh ways of thinking or working to our organisation.	1	2	3	4	5	

Section II: Your perceptions of the employee at work

<i>Think about the performance of the person you are rating since they completed the ABCN program.</i> Since they completed the ABCN mentoring, to what extent do they...	No extent		Moderate extent		Very large extent	
... carry out their work well.	1	2	3	4	5	
... complete their work well.	1	2	3	4	5	
... ensure their work is completed properly.	1	2	3	4	5	
... adapt well to any changes to their work.	1	2	3	4	5	
... cope with any changes to the way their work is done.	1	2	3	4	5	
... learn new skills to help them adapt to any changes in their work.	1	2	3	4	5	
... initiate better ways of doing their work.	1	2	3	4	5	
... come up with ideas to improve the way in which their work is done.	1	2	3	4	5	
... make changes to the way their work is done.	1	2	3	4	5	
... spend time conducting personal business instead of working?	1	2	3	4	5	
... take additional or longer breaks than is acceptable at your workplace?	1	2	3	4	5	
... come to work late, or leave early, without permission?	1	2	3	4	5	
... neglect to follow your instructions?	1	2	3	4	5	
... intentionally waste time on the job?	1	2	3	4	5	

Thinking about the person you are rating, please rate to what extent you agree with the following statements.	No extent	1	2	Moderate extent	3	4	Very large extent	5
I prioritise this employee when allocating resources.	1	2	3	4	5			
I would recommend this employee for a promotion.	1	2	3	4	5			
I would recommend this employee for a salary increase.	1	2	3	4	5			

APPENDIX D: SUPPLEMENTARY QUANTITATIVE ANALYSES

Table D1

Model 1A Exploratory Factor Analysis (Pattern Matrix ^a)

	Factor			
	1	2	3	4
Core task proficiency ^b				
<i>Think about the performance of the person you are rating. In general, to what extent do they...</i>				
... carry out their work well?	0.79			
... complete their work well?	1.06			
... ensure their work is completed properly?	0.75			
Proactive work behaviour ^b				
<i>Think about the performance of the person you are rating. In general, to what extent do they...</i>				
... initiate better ways of doing their work?		0.80		
... come up with ideas to improve the way their work is done?		0.86		
... make changes to the way their work is done?		0.97		
Skill development ^c				
<i>During the volunteering program, to what extent did you...</i>				
... broaden your knowledge or skills?			0.74	
... learn new ways of thinking or doing things?			0.97	
... develop skills that will be useful in the future?			0.89	
Job autonomy ^d				
<i>The following questions concern your role at [organisation]. In general, to what extent can you...</i>				
... plan how you do your work?				0.73
... use personal initiative or judgement in carrying out your work?				0.84
... decide how to go about doing your work?				0.90
Extraction method: Maximum Likelihood.				
Rotation method: Oblimin with Kaiser Normalization.				
^a Rotation converged in 14 iterations.				
^b Conducted on supervisor-rated items at T1 = pre-volunteering.				
^c Conducted on volunteer-rated items at T2 = post-volunteering.				
^d Conducted on volunteer-rated items at T1 = pre-volunteering.				

Table D2*Model 1B Exploratory Factor Analysis (Pattern Matrix ^a)*

	Factor		
	1	2	3
Supervisor reward recommendations ^b			
I would prioritise this staff member when allocating resources.	0.50		
I would recommend this staff member for a promotion.	0.99		
I would recommend this staff member for a salary increase.	0.66		
Attribution of development motives ^c			
<i>My staff member is motivated to participate as a volunteer...</i>			
... to develop their knowledge and skills.		0.79	
... to facilitate their learning and development.		0.91	
... to build on their abilities and talents.		0.94	
Attribution of escapism motives ^c			
<i>My staff member is motivated to participate as a volunteer...</i>			
... to have a break from their everyday job.			0.76
... to have time away from the office.			0.75
... to get out of doing their work.			0.39
Extraction method: Maximum Likelihood.			
Rotation method: Oblimin with Kaiser Normalization.			
^a Rotation converged in 4 iterations.			
^b Conducted on supervisor-rated items at T2 = post-volunteering.			
^c Conducted on supervisor-rated items at T1 = pre-volunteering.			

Table D3*Model 2 Exploratory Factor Analysis (Pattern Matrix ^a)*

	Factor				
	1	2	3	4	5
Organisational identification ^b					
My employment at [organisation] is a big part of who I am.	0.87				
I consider myself a [organisation] person.	0.92				
What [organisation] stands for is important to me.	0.79				
I share the goals and values of [organisation].	0.76				
I feel strong ties with [organisation].	0.89				
Attribution of altruistic motives ^c					
<i>[The organisation] offers [the corporate volunteering program] to staff...</i>					
... because it is genuinely concerned about being socially responsible.		0.88			
... because it feels morally obligated to help.		0.35			
... in order to give something back to the community.		0.71			
Attribution of egoistic motives ^c					
<i>[The organisation] offers [the corporate volunteering program] to staff...</i>					
... to strengthen its reputation with the public.			0.77		
... because it expects that it will have positive spin-off in terms of its external image.			0.90		
... to show the outside world that it is concerned by social matters.			0.77		

Anticipated prosocial impact ^c

I feel that being a mentor will make a positive difference in young people's lives.	0.91
I am aware of the ways in which being a mentor benefits young people.	0.90
I am conscious of the positive impact that mentoring has on the mentees.	0.75
My work as a mentor will make young people's lives better.	0.86

Turnover intentions ^d

I think about quitting [organisation].	0.78
It is likely that I will look for a new job in the next year.	0.96
I am starting to ask my friends/contacts about other job possibilities.	0.83

Extraction method: Maximum Likelihood.

Rotation method: Oblimin with Kaiser Normalization.

^a Rotation converged in 6 iterations.

^b Conducted on volunteer-rated items at T2 = post-volunteering.

^c Conducted on volunteer-rated items at T1 = pre-volunteering.

^d Conducted on volunteer-rated items at T3 = follow-up.

Table D4*Model 3 Exploratory Factor Analysis (Pattern Matrix ^a) for Volunteer Motives*

	Factor			
	1	2	3	4
<i>I'm motivated to participate...</i>				
Intrinsic motives ^b				
... because I expect to have fun during the program.	0.50			
... because the program seems interesting.	0.50			
... because what I will do in the program sounds exciting.	1.05			
Identified motives ^b				
... because I believe the program will have personal significance to me.		0.55		
... because I personally consider it important to put effort into this program.		0.86		
... because the program aligns with my personal values.		0.84		
Introjected motives ^b				
... because I will feel bad about myself if I don't.			0.51	
... because it will make me feel proud of myself.			0.81	
... because I want to prove to myself that I can contribute.			0.69	
Extrinsic motives ^b				
...to avoid being criticized by others (e.g., colleagues, team or supervisor).				0.83
...because I expect others will respect me more if I do (e.g., colleagues, team or supervisor).				0.85
...to gain others' approval (e.g., colleagues, team or supervisor).				0.99
Extraction method: Maximum Likelihood.				
Rotation method: Oblimin with Kaiser Normalization.				
^a Rotation converged in 5 iterations.				
^b Conducted on volunteer-rated items at T1 = pre-volunteering.				

Table D5*Model 3 Exploratory Factor Analysis (Pattern Matrix ^a) for Other Variables*

	Factor		
	1	2	3
Volunteer role identification ^b			
Volunteering is something I often think about.	0.65		
I would feel at a loss if I were forced to give up volunteering.	0.90		
Volunteering is an important part of who I am.	0.81		
Cause championing behaviours ^c			
I tell others about the positive experiences that I had mentoring for ABCN.		0.86	
I encourage others to mentor with ABCN.		0.93	
I talk positively about ABCN to others.		0.85	
Future volunteer intentions ^c			
I plan to mentor with ABCN in the future.			-0.81
I hope that ABCN activities are part of my life for years to come.			-0.97
I am more motivated to mentor because of my recent experience with ABCN.			-0.67
Extraction method: Maximum Likelihood.			
Rotation method: Oblimin with Kaiser Normalization.			
^a Rotation converged in 6 iterations.			
^b Conducted on volunteer-rated items at T2 = post-volunteering.			
^c Conducted on volunteer-rated items at T3 = 4-6 week follow-up.			

Table D6

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on career progression through change in proactive work behaviour at ± 1 standard deviation of skill development

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Change in proactive work behaviour	Skill development	High (+1SD)	0.02	0.04	-0.05	0.13
		0	0.01	0.02	-0.02	0.05
		Low (-1SD)	-0.00	0.02	-0.05	0.03

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. $N = 113$.

Table D7

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on career progression through supervisor reward recommendations at ± 1 standard deviation of supervisor attributions of subordinate development and escapism motives

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Supervisor reward recommendation	Attribution of development motives	High (+1SD)	0.03	0.10	-0.28	0.15
		0	0.01	0.02	-0.03	0.06
		Low (-1SD)	-0.01	0.08	-0.12	0.26
Supervisor reward recommendation	Attribution of escapism motives	High (+1SD)	-0.00	0.04	-0.09	0.08
		0	-0.00	0.02	-0.06	0.03
		Low (-1SD)	0.00	0.03	-0.09	0.04

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. $N = 121$.

Table D8

Path coefficients for the effects of volunteer participation and its interactions with employee attributions of organisational altruistic motives, egoistic motives and anticipated prosocial impact on employee turnover through change in organisational identification

From → To	Outcome: Org. identification (T2; volunteer-rated)				Outcome: Turnover (T4; organisational records)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Controls (autoregressive paths)								
Organisational identification (T1)	0.33**	0.07	0.18	0.47	0.05	0.38	-0.50	0.60
Direct effects on mediator								
Volunteer participation [A]	-0.02	0.03	-0.08	0.04				
Altruistic attributions [B]	0.11	0.08	-0.04	0.27				
Egoistic attributions [C]	-0.05	0.06	-0.17	0.06				
Anticipated prosocial impact [D]	0.04	0.09	-0.13					
First stage interactions								
A x B	0.03	0.08	-0.03					
A x C	-0.01	0.03	-0.08					
A x D	0.14*	0.06	0.01					
Direct effects on dependent variable								
Volunteer participation					0.04	0.09	-0.13	0.21
Organisational identification (T2)					-0.35	0.37	-1.07	0.37
Mediating (indirect) effects								
Vol participation → org. identification (T2) → employee turnover (T4)					-0.01	0.01	-0.04	0.02
Overall model summary	R ² = .32**				Pseudo R ² = .01			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero. † indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 121.

Table D9

Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on turnover intentions through organisational identification at ± 1 standard deviation of employee attributions of organisational altruistic and egoistic motives

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Organisational identification	Attribution of altruistic motives	High (+1SD)	-0.02	0.02	-0.06	0.01
		0	-0.01	0.01	-0.04	0.01
		Low (-1SD)	0.00	0.02	-0.04	0.05
Organisational identification	Attribution of egoistic motives	High (+1SD)	-0.01	0.02	-0.05	0.05
		0	-0.01	0.01	-0.04	0.01
		Low (-1SD)	-0.02	0.02	-0.06	0.02

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 121.

Table D10

*Path coefficients for the effects of volunteer participation and its interactions with volunteer motives on cause champion behaviours and **future volunteering** through volunteer role identification*

From → To	Outcome: Volunteer role identification (T2; volunteer-rated)				Outcome: Cause champion behaviours (T3; volunteer-rated)				Outcome: Future volunteering (T4; organisational records)			
	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL	<i>b</i>	SE	LL	UL
Direct effects on mediator												
Volunteer participation [A]	0.08**	0.03	0.03	0.14								
Intrinsic motives [B]	0.10	0.10	-0.10	0.30								
Identified motives [C]	0.28*	0.12	0.05	0.51								
Introjected motives [D]	0.02	0.08	-0.15	0.18								
Extrinsic motives [E]	0.07	0.10	-0.13	0.28								
First stage interactions												
A x B	0.02	0.04	-0.06	0.11								
A x C	0.14**	0.04	0.07	0.22								
A x D	-0.05	0.03	-0.11	0.01								
A x E	-0.15**	0.04	-0.23	-0.08								
Direct effects on dependent variable												
Volunteer participation					0.04	0.03	-0.01	0.10	0.00	0.02	-0.04	0.04
Volunteer role identification					0.32*	0.08	0.16	0.47	0.03	0.05	-0.07	0.14
Mediating (indirect) effects												
Vol participation → volunteer role identification → cause champion behaviours / future volunteering					0.03	0.02	0.00	0.09	0.00	0.01	-0.01	0.03
Overall model summary	R ² = 0.26				R ² = 0.27				R ² = 0.05			

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a confidence interval, respectively. The indirect effect is significant where the confidence intervals do not cross zero.

* indicates $p < 0.05$. ** indicates $p < 0.01$. N = 121.

Table D11

*Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on cause **championing behaviours** through volunteer role identification at ± 1 standard deviation of intrinsic and introjected motives*

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Volunteer role identification	Intrinsic motives	High (+1SD)	0.03	0.03	-0.01	0.12
		0	0.03	0.02	-0.00	0.09
		Low (-1SD)	0.02	0.03	-0.03	0.10
Volunteer role identification	Introjected motives	High (+1SD)	0.02	0.06	-0.01	0.17
		0	0.03	0.03	0.01	0.11
		Low (-1SD)	0.05	0.03	0.01	0.12

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 121.

Table D12

*Estimates and bias-corrected bootstrapped 95% confidence intervals for the conditional indirect effect of volunteer participation on **future volunteer intentions** through volunteer role identification at ± 1 standard deviation of intrinsic and introjected motives*

Mediator	Moderator	Level	<i>b</i>	SE	LL	UL
Volunteer role identification	Intrinsic motives	High (+1SD)	0.04	0.03	-0.01	0.12
		0	0.03	0.03	-0.00	0.11
		Low (-1SD)	0.03	0.04	-0.03	0.11
Volunteer role identification	Introjected motives	High (+1SD)	0.02	0.07	-0.02	0.22
		0	0.04	0.04	0.01	0.14
		Low (-1SD)	0.06	0.04	0.02	0.15

Note. *b* represents unstandardised regression weights. Bootstrap sample size: 10,000. LL and UL indicate the lower and upper limits of a bootstrapped confidence interval, respectively.

† indicates $p < 0.10$; * indicates $p < 0.05$; ** indicates $p < 0.01$. N = 121.