

Great expectations? Implications of continuity and change in volunteering

Angela Ellis Paine, Ruth Leonard and Rose Lindsey

Continuity and Change: TSRC workshop

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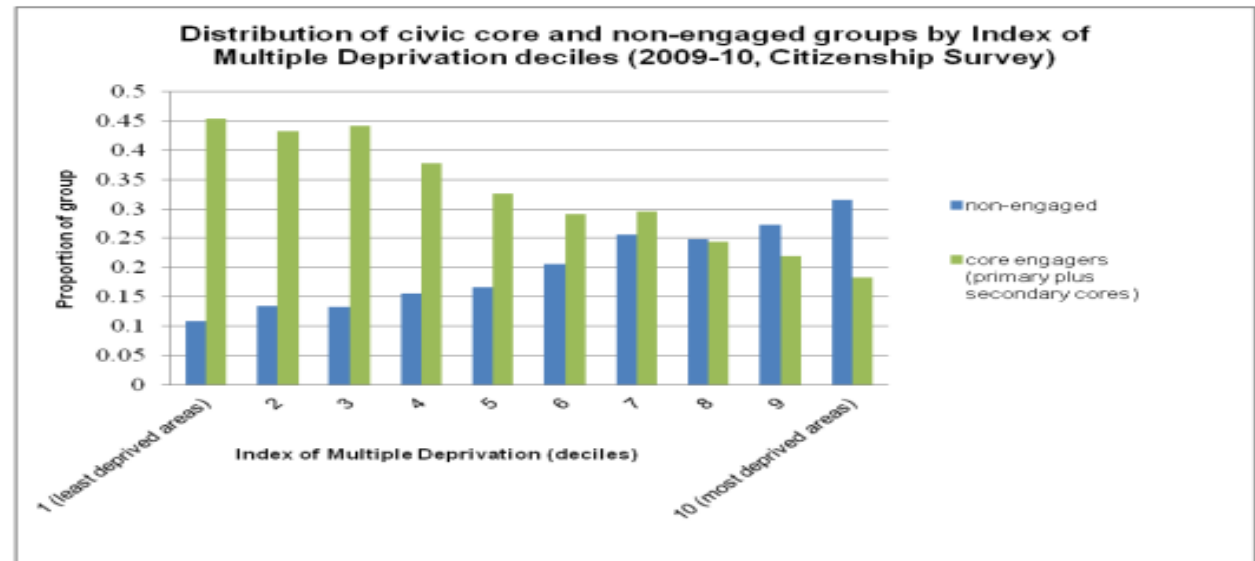
Great expectations... ...of volunteering

- More people volunteering
- In wider range of settings
- Taking on more responsibility
- To meet multiple agendas



Yet...

- Most people volunteer over the life course
- Long term formal volunteering rates static
- Volunteering is uneven – particularly amongst the ‘civic core’
- Evidence of impact is complex



Great expectations... ...from volunteers

- Changes in why people volunteer
- Changes in how people volunteer
- Changing demands for the volunteer experience – management and outcomes
- Collective to reflexive...



Yet...

- Expectations and experiences vary
- Context matters – looking beyond motivations to resources, barriers, triggers
- Consider journeys, pathways and life courses

Trends and patterns of participation over time

Pathways through participation

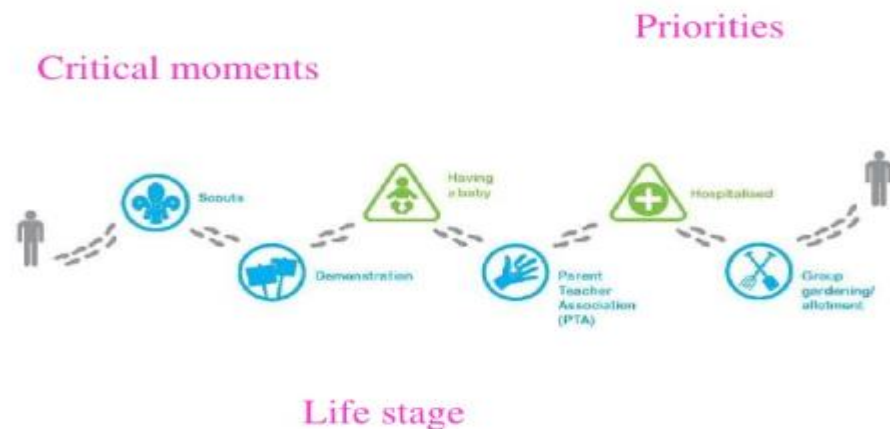


Image from [Pathways through Participation](#) report

Great expectations... ...for volunteer management

- Volunteering and volunteer management as transformational, or transactional?



Great expectations... ...for volunteer management

- What gets in the way?
- Includes barriers such as organisation and recognition



Association of Volunteer Managers

- Knowledge is power – distributed and shared
- Putting in place steps and building blocks to success



Looking ahead

- What is the distinctive contribution of volunteering?
- What are/should be its limits and boundaries?
- Do we need to find new (or old) ways to engage and ask?
- How can we strike the right balance
 - structure & informality
 - autonomy & control
 - conviviality & contribution



Next steps - discussion:

What: What are the main messages that we take from research regarding continuity and change in volunteering? How do they relate to our own experiences? Can the expectations of/on volunteers be met?

So what: How might we work differently in light of these discussions? What challenges and opportunities are there for doing so?

Now what: What support do we need – from policy, practice and research?

