
IDENTIFYING SMART PRACTICES TO INCREASE YOUTH PARTICIPATION IN GRASSROOT CITIZEN ADVOCACY WITH RESULTS CANADA

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Executive Summary

Introduction

While the act of volunteering in Canada is steadily on the rise, researchers acknowledge that there is also a growing competitive need among organizations that depend on volunteers to attract and retain them. Despite nearly three decades of successful advocacy on behalf of the world's poorest, many of RESULTS Canada's senior volunteers are reducing their responsibilities and leaving the organization. RESULTS Canada has identified the need to develop a recruitment and retention strategy to attract new volunteers to remain sustainable and relevant in the future.

Building upon an internal report that recommended strengthening brand awareness and the need to develop a youth targeted outreach strategy, this report sought to identify the leading research on volunteerism and smart practices as it pertains to the recruitment and retention of youth. Further investigation into the strategies employed by other Canadian volunteer-based organizations with a proven track record of attracting youth, particularly those organizations with a focus on advocacy, were also sought in effort to inform the development of a smart practices recruitment and retention strategy to be implemented by RESULTS Canada.

Methodology and Methods

The overall approach consisted of a smart practices approach that sought to identify solutions that have been tried successfully by other organizations in similar contexts.

The data collection method used for this report consisted of conducting a comprehensive literature review. A literature review was conducted to provide a comprehensive overview of the state of civic and political engagement of Canadian youth in an effort to identify the existence of trends or behavioral characteristics that may be utilized in the development of strategies for youth recruitment. This involved defining and differentiating the two facets of social action that characterize RESULTS member activities including *civic* and *political* engagement, as well as a review of the leading behavioral and motivational theories that pertain to volunteerism.

Key Findings

The literature review yielded in-depth considerations for the psychological mechanisms that contribute to all facets of the volunteer life cycle, including the decision to volunteer, the act of volunteering, and the consequences of volunteering both in a general sense, and in terms of youth specific behavioral preferences. Specifically, Omoto and Snyder's Volunteer Process Model highlighted the stages individuals go through during their volunteer experience and identified the means for volunteer managers to utilize the information to recruit and retain volunteers. Similarly, Clary and Snyder's Volunteer Function Model illuminated the need to match recruitment messages to the motivations of potential volunteers. Their functional model demonstrates the existence of individual motivations that contribute to the likelihood of volunteering for a particular organization and what they want to get out of the experience. Through the literature, it was found that any successful recruitment strategy must first identify

what volunteers are seeking from the volunteer experience to accurately provide volunteer opportunities that will keep recruits engaged and committed to the organization.

These models and other research exemplified the reality that individuals volunteer to serve their own needs as much as or more than what is often considered an altruistic act of helping others. In addition, statistical evidence solicited from the Canadian Volunteering and Giving Survey identifies youth as the most likely demographic to participate in volunteering activities. Other demographic information collected from these statistics could be used to identify an appropriate target audience for recruitment and retention, particularly if volunteer opportunities are created that match their motivations.

In an attempt to identify youth motivations to participate in civic engagement, further research was collected identifying the key characteristics of the volunteering activity that are most attractive to youth, the rewards they expect, and their propensity to stay committed to an organization long term. Elements involving role identity, career enhancement, skills training, and access to mentoring opportunities repeatedly topped the list of desired benefits for youth inclined to volunteer.

As RESULTS Canada is predominantly an organization focused on advocacy, research into the political proclivities of Canadians and youth involvement in such behaviors was also investigated. The research suggests that youth are not as apathetic as they are so often portrayed in the media and actively engage in a variety of political behaviors separate from what constitutes typical political behavior such as voting. New mediums and the rapid advance of technology have opened up new opportunities for individuals to gain access to information, form opinions, and find their voice with youth at the vanguard of these technological advancements. They are quick to adopt tools of social media, form groups, and mobilize socially and politically. A number of preferences for participation were identified in the literature including the need to be heard and to have power of influence in an organization, the need for social engagement, and the development of skills required to affect change.

Further research identified the role of the Canadian education system and its contributions to the diminished effect of the types of political activity young people are engaged in. This avenue of research explained that youth may not be equipped with effective means to challenge the existing structures of society that contribute to social injustice, particularly when those that behave in a political manner are discounted by the media as trouble makers thus signaling the need for further developments in effective training in advocacy. It was also found that early exposure to political behaviors has the greatest long term effect on individuals.

Through the combination of the findings pertaining to the motivations, behaviors and consequences of volunteering as well as those associated with political activism, a deepened understanding of how to tailor a recruitment and retention strategy for future youth citizen activists that meet both the needs of the recruit, as well as the organization has influenced the development of this projects recommendations.

Recommendations

The recommendation is to develop a sound strategic plan for youth engagement by adhering to the principles identified in the research which has been summarized in the following steps:

- Step 1. Conduct an updated internal assessment of existing members
- Step 2. Develop a youth focused external assessment
- Step 3. Identify tasks and roles needing to be fulfilled
- Step 4. Develop the recruitment campaign
- Step 5. Recruitment: Tailoring the appeals
- Step 6. Identify where to post the appeals
- Step 7. Implement the plan, monitor the outcome, and make adjustments where needed

In keeping with RESULTS Canada's goal of expanding the organization through the recruitment of youth citizen advocates, a new program that develops youth-focused volunteer roles has been presented as an example of how to design and implement a youth centric recruitment campaign. The *Youth Education and Advocacy Officer Program (YEAOP)* is based on the review of existing research pertaining to the engagement of youth in volunteer organizations, and is presented with insight of how to strategically recruit youth with the desired skill set that would be most likely to successfully fulfill the mandate of RESULTS Canada and ultimately lead to the organic growth of the organization. The YEAOP is designed to recruit, train, and send university student volunteers into high schools to teach classrooms about the issues surrounding extreme poverty as well as the advocacy skills espoused by RESULTS Canada. With the introduction of such a program, RESULTS Canada will be simultaneously empowering youth volunteers with the marketable skills they desire, raising the profile of the organization among future generations of volunteers within the classrooms, and meeting its mandate of creating the political will to end extreme poverty by having a dramatically increased number of participants involved in their advocacy campaigns.

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1.0 Introduction

1.1 Project Objectives and Defining the Problem

Volunteering in Canada is steadily on the rise, with over half of all Canadians over the age of 15 contributing over 2 billion hours of volunteer time toward a variety of activities and programs in 2010 (Vézina & Crompton, 2012, pg. 37). Despite this growing wealth of volunteer energy, researchers acknowledge that there is a growing competitive need among organizations that depend on volunteers to attract and retain them (Shields, 2009, pg. 140). Shields further acknowledges that the need for non-profit survival is dependent on the organizations ability to attract and retain *youth* (Shields, 2009).

RESULTS Canada is no exception. After 25 years of successful advocacy across Canada on behalf of the world's poorest, the group's peripheral membership has consistently fluctuated through the years. While the organization has had great success in attracting retirees and young professionals as well as retaining its core members for long periods of time, many of the most senior volunteers are reducing their responsibilities or leaving the organization. RESULTS Canada has identified the need to develop a sound recruitment and retention strategy to attract new volunteers in order to remain sustainable and relevant in the future. A recent internal report produced by RESULTS volunteers Michelle Bested and Sadia Jama in January 2014 identified a number of recommendations to increase youth membership in order to solidify a renewed active base as elder volunteers leave the organization. This report identified the need to strengthen brand awareness and the need to develop a targeted outreach strategy that will appeal to youth with the goal of fostering opportunities to maintain and expand the organization (Bested & Jama, 2014).

RESULTS Canada is in need of identifying how to best recruit and retain new volunteers within the national organization. The recent internal document produced by Bested and Jama (2014) acknowledged RESULTS Canada has had success in attracting retirees and young professionals to the organization, however, they also concluded it was necessary to develop a strategy to recruit and retain youth. Since this document was commissioned, recent attempts to expand RESULTS membership among the youth demographic, while ambitious, have yet to be proven fruitful. As Bested and Jama suggest there may be elements of the RESULTS model itself that need to be tailored to better appeal to a younger demographic, however, this would require testing the current model by getting youth to participate and then to follow up with an investigation into what did or did not appeal to them with suggestions on what could be improved to hold their interest. While this is a possible avenue of investigation, the previous Youth Mobilization Officer and current National Engagement Coordinator Erika Richter has already stated that it has been difficult to follow up with the youth that have participated with RESULTS and never returned (Private conversation, February 2016).

Bested and Jama (2014) also identified the need to raise awareness for the RESULTS Canada 'brand' among youth which currently many Canadians have never heard of. This organisational need of brand recognition is another important element of any recruitment strategy going forward. In support of this conclusion, Shields (2009, pg. 151) has reported that youth have a distinct preference for volunteering with organizations they are familiar with. Recent efforts to address these issues have included steps to raise awareness for RESULTS Canada through

recruitment campaigns on University campuses across Canada. These efforts were an attempt to increase the volunteer base by appealing to an educated youth demographic while simultaneously raising awareness for the organization in a new youth focused environment. These efforts, however, only targeted the needs of the organization and have not produced the anticipated results. Research into youth volunteerism has noted the fickle nature of youth volunteers that are not particularly loyal to any one organization, are choosy about the tasks they do, and expect some personal benefit (Rehberg, 2005, pg. 110 quoting Hustinx, 2001). Youth have been found to volunteer to appeal to their own social needs and career oriented aspirations (Clary et al, 1998; Omoto & Snyder 2002), and have preferences for tasks that have local impact and tangible results (Shields, 2009, pg. 151; Vézina & Crompton, 2012, pg. 47). These findings suggest there may be a need to develop a recruitment strategy that takes the needs of youth into greater consideration, and highlights a necessity to fully understand what this target demographic wants and expects in exchange for their time.

In order to develop a successful recruitment and retention campaign it will be imperative to strike a balance between the needs of both the organization as well as the target youth demographic. The needs of the organization are predominantly, but not limited to, growing the organization through the expansion of the volunteer base. The needs of the target demographic of youth volunteers, on the other hand, are what this research project seeks to understand. From the researcher's perspective, in order to better inform the development of a recruitment strategy that balances the needs of all the stakeholders, there is an inherent need for a deeper understanding of the psychological mechanisms, motivations and dispositions toward civic and political activities of today's Canadian youth as well as clarity on practical applications that can be used to attract youth to this organization and keep them engaged and committed to the cause. Building upon previous recommendations, this project will conduct the background research required to inform the development of a recruitment strategy by focusing on the literature of volunteerism and the current trends in social activism pertaining to the involvement of youth.

By examining the literature that deals with youth initiatives, this report aims to build upon Bested and Jama's recommendations with research-based evidence that illuminates youth recruitment practices and strategies that can be applied to the non-profit sector. This report also explores the behavioral inclinations of youth toward civic and political engagement and seeks to identify the existence of key characteristics of the non-profit organizations that appeal to Canadian youth who engage in these activities. The findings presented will be used to inform the development of a recruitment and retention strategy to be employed by RESULTS Canada.

1.2 Research Question and Deliverables

Based on the input of 12 youth participants (under the age of 30) involved in a focus group attending the RESULTS 2014 National Conference, Bested and Jama (2014) recommended a number of strategies that should be implemented to attract and retain youth advocates. Their report concluded with a focus on the need of RESULTS Canada to incorporate youth engagement strategies as well as updating the organizations branding and communications strategy. They provided the following list of recommendations (adapted from Bested and Jama, 2014):

- ❖ Strategic engagement with youth
 - Engaging with active student bodies in high schools and universities

- Engaging with young professionals involved in the development sector
 - Accomplished by: Developing advocacy workshops and mentorship opportunities
- ❖ Upgrade and diversify branding strategy (found to be unappealing and intimidating to youth)
 - Create a strong online presence
 - Accomplished by: active social media pages, active blog and chat forums on website, youth tailored campaigns, presenting in schools
- ❖ Organization and governance commitment to youth
 - Organizational change to accommodate youth – youth inclusive decision making
 - Accomplished through: establishing a youth specific staff position, a youth board position, and a youth engagement strategy

Since the report was produced, a number of initiatives have already been implemented including the establishment of a new staff position and a youth position on the board. There is earnest interest in incorporating the voices of youth into the future development of RESULTS Canada, however, as recent recruitment attempts have demonstrated, how to effectively attract youth to the organization still remains elusive. Bested and Jama concluded with the need to engage youth and upgrade the branding strategy of RESULTS Canada, however, more research needs to be done in order to understand how to best engage youth and to identify the elements that need to be incorporated into a branding strategy. While the initial report utilized the opinions and interests of existing RESULTS members, this report seeks to substantiate Bested and Jama's recommendations with evidence in the literature as it pertains to youth involvement in both civic and political engagement. Also, this report seeks to identify how to go about implementing their recommendations with a greater probability of success by attempting to understand what appeals to youth and how to best develop a recruitment and retention strategy that incorporates all of the needs and proclivities for participation that characterize this desirable demographic. Their report laid the ground work for future lines of inquiry, and it is where this report begins.

The research question that frames this report:

What recruitment and retention methods should be employed to attract new youth citizen advocates in order to increase and sustain the membership of RESULTS Canada?

The following are the deliverables for this project:

- *Literature Review*: summary and analysis of the civic and political engagement literature covering the Canadian statistics, motivational theories, and behavioral characteristics of youth
- *Recommendations*: through synthesis of the literature review and industry interviews recommendations are presented to assist the client with a recruitment and retention strategy

1.3 Client and Rationale for Project

The client for this project is Erika Richter who is the interim National Public Outreach Coordinator at RESULTS Canada, replacing Michele Bruneau who is currently on maternity

leave until August of 2016. Richter's role and responsibilities include overseeing the coordination of RESULTS chapter leaders across Canada, soliciting feedback on issues leaders face in terms of group dynamics, and fostering the development of a plan that addresses organizational expansion at the group level.

Additionally, Erika is responsible for the oversight of a newly created part time staff position dedicated to the development of youth recruitment initiatives as advised by the preliminary report of Bested and Jama (2014). The *Youth Mobilization Officer* (YMO) is currently addressing the need to identify and establish relationships with educational institutions across Canada that may be of strategic importance for the development of a RESULTS Canada youth core.

1.4 Organization of Report

This report is presented in three sections: the first section provides the introduction, background and methodology of the report. The second section is focused on the research which includes a literature review and analysis of smart practices, while the third section is comprised of a discussion and the researcher's recommendations.

2.0 Background

2.1 Introduction

As Bested and Jama identified a number of constraints inherent to RESULTS that contribute to the limitations of youth involvement, it is important to have a deepened understanding of how the organization operates today. Here the organization, its advocacy, its model and recent innovations of RESULTS Canada will be considered, along with a review of the current recruitment practices that evolved out of Bested and Jama's previous report that target the youth demographic, specifically, youth under the age of 30.

2.2 RESULTS Canada

RESULTS Canada is a secular, non-partisan national network of citizen advocates that work together on educating the public and their elected representatives on the issues facing those living in extreme poverty (RESULTS Canada, 2014). Through coordinated advocacy campaigns, these volunteers seek to create the political will required to affect national policy in order to increase Canada's contribution to the international efforts that work to effectively eliminate the issues that contribute to extreme poverty. Often in unison with other RESULTS groups around the world, RESULTS Canada members focus on mobilizing the financial resources required to remove the barriers faced by those living in extreme poverty with the goal of granting impoverished communities access to clean water and sanitation, vaccines and immunizations, nutrition, education, and microfinance.

Each month chapters across the country meet for *education and action* meetings (E&A) where monthly advocacy campaigns are discussed and acted upon by the volunteer citizen activists ("Get Involved," n.d.). Unique from other organizations that advocate on behalf of the world's poorest, RESULTS Canada focuses on empowering its volunteers to become influential citizen advocates motivated to actively participate in social action through the concurrent teaching of advocacy skills at each of the monthly E&A meetings. The current E&A model which consists of learning about a target issue, reviewing various elements of advocacy skill sets, then taking a specific action during the meeting's two hour time frame has been very successful for RESULTS Canada mobilizing nearly 4 billion dollars of overseas development assistance (ODA) toward extreme poverty issues in 2014 alone ("History - RESULTS-RESULTATS," n.d.). Beyond the statistical indicators measuring the financial success of their campaigns, RESULTS Canada plays a greater role in its contribution to society: it empowers citizens with the skills and understanding of how to effectively connect to and communicate with their government officials.

Outlined in his seminal book, *Reclaiming Our Democracy*, author and founder of RESULTS Sam Daley-Harris explains the importance of empowering everyday citizens and the best methods for ensuring their voice is heard by elected representatives (Harris, 1994). In essence, Daley-Harris's book presents a model for social change, highlighting the importance of developing the advocacy skills of ordinary citizens to ensure the most important principles of democratic activity remain alive in the world today. An American teacher, Daley-Harris was inspired in the early 1980's to take personal responsibility and to play a role in ending world hunger. Daley-Harris developed a system that provided a foundation for others to overcome their own feelings of helpless resignation and to actively participate in making a difference in the lives of others through an organization he called *RESULTS*. An acronym representing the

Responsibility to End Starvation Using Legislation Trim-tabling¹ and Support, RESULTS has become a global leader in eradicating global poverty and has led to the establishment of national RESULTS chapters in 7 different countries (“Partners & Coalitions - RESULTS-RESULTATS,” n.d.), as well as sister organizations that have adopted the RESULTS model to address other global concerns, most notably, climate change (“Citizens’ Climate Lobby - Political Will for a Livable World,” n.d.).

2.3 RESULTS Advocacy

The model of empowering citizen advocates with the skills to have an impact on governmental policies is consistent across the international RESULTS chapters which now coordinate efforts to eliminate extreme poverty at both the local and international scale (“Partners & Coalitions - RESULTS-RESULTATS,” n.d.). Each year thousands of letters are written to elected representatives, newspaper editors, and leaders of institutions across the world each devoted to the common cause of eliminating poverty. RESULTS Canada has played a significant role focusing on both national initiatives that include Canada’s championing of the global focus on Maternal, Newborn and Child Health referred to as the Muskoka Initiative; as well as ensuring Canada’s remains committed to the cyclical replenishment funding for multilateral initiatives that includes the Global Alliance Vaccine Initiative (GAVI) and the Global Partnership for Education (GPE) (Citizen Advocate Quarterly, March 2015).

The initiatives RESULTS members focus on are relatively large in scope with the potential to affect millions of lives in impoverished communities around the world (“Our Campaigns,” n.d.). On account of the grandiose scope of eliminating extreme poverty through institutionalized mechanisms, the momentum of change is gradual and can take many years, if not decades, to come to fruition. The time scale requires patience for even the most resolute RESULTS members, as well as an invariable understanding that success can often be affected or even delayed depending on the current political climate, annual government budgets, and public appetite for ODA. Bested and Jama (2014, pg. 8) found that the majority of RESULTS Canada volunteers are politically driven activists with keen interests in alleviating world poverty. In light of these characteristics, it may be presumable that these members are well acquainted with the substantial time horizon required to affect change.

After 30 years of activity in Canada, many of the Canadian RESULTS chapters are facing the common problem of attracting and retaining new members. Active chapter leaders agree the organization needs to develop a sound recruitment strategy in order to grow its membership and remain sustainable in the future. The researchers found that there are a number of impediments that may contribute to a low recruitment level for the organization including a general lack of awareness of RESULTS as well as the lack of a clarified youth engagement strategy. Others have expressed concern that despite the current E&A model’s advocacy success, it may be unattractive to new or younger members as evidenced by a low retention level of new volunteers across the country (Bested & Jama, 2014).

¹ Authors note: A *trim tab* is a small rudder that is situated at the edge of the large rudder on a ship. By moving the trim tab, enough pressure is created to turn the large rudder in a particular direction, thereby controlling the ship. It is used in the RESULTS acronym as a metaphor for the empowerment of the individual citizen that acts as the trim tab guiding the rudder of government.

2.4 Brief Review of the RESULTS Model

Although RESULTS Canada is one of a number of international entities that were borne out of the original RESULTS advocacy group based in the United States, it is a semi-independent non-profit with its own national board of directors and staff based in Ottawa that focus on means of advocacy relevant to Canadians. Each month, a particular issue related to extreme poverty becomes the focus of the collective advocacy efforts of RESULTS Canada citizen advocates. The research and the annual calendar of planned actions is done at the national level by paid staff in Ottawa that are in direct contact with a number of the global entities battling extreme poverty, as well as their counterparts in other national RESULTS organizations. The staff strategize specifically on timing actions to coincide with national and international events related to the issues in effort of leveraging the volunteers' collective action to have the greatest impact. The issues are introduced to the volunteers via multiple means:

1. Group email is sent via Googlegroups to the RESULTS database drawing attention to the months planned action.
2. Teleconference on the first Sunday of each month hosted by the national staff which usually include a guest speaker related to the monthly issue.
3. Education and Action meetings hosted by local RESULTS Chapters on various days of the month.

The Ottawa staff are responsible for creating the materials used to supplement each month's action and provide materials in both English and French. In order to provide continuity to each of the Education and Action (E&A) meetings held across the country, monthly action sheets are produced by the Ottawa staff that provide the background to the monthly issue of focus, some details on why it is relevant for attention at a particular point in time, and options or guidance on how to best take action in effort of raising awareness for the cause and to build the political will required to make a difference. Each E&A meeting is hosted by local chapter partners and follows the model developed by founder Sam Daly Harris in the 1980's. The RESULTS E&A model is comprised of the following segments:

1. Welcome, inspirational quote and introduction of attendees.
2. Background of the months selected issue (e.g.: nutrition, education, sanitation, vaccines, or microfinance) and the leading organizations involved in addressing it.
3. Action Sheet – collective reading of a monthly resource developed by RESULTS staff that provides background, history, further resources, and the recommended actions to take in regard to the monthly issue.
4. Advocacy Review – breakout groups are formed where attendees can choose to learn and practice three distinct forms of advocacy:
 - a. Laser talk – learn to authoritatively discuss the issue and tailor your speech to a 2-3 minute discussion to engage friends, family and strangers.
 - b. Letters to the Editor – learn the style appreciated by editors of newspapers in effort of increasing the likelihood of being published and seen by policymakers.
 - c. Letters to elected representatives – learn the style required to have the greatest opportunity to be seen by elected representatives.
5. Take Action – write the letter, practice the laser talk. Each member takes the time to take their chosen action.

6. Review Actions – attendees take turns reviewing their action aloud to solicit feedback from other members.
7. Closing quote and wrap up. Attendees sign the attendance sheet and provide contact information and commit to taking the monthly action

This is a general outline of the E&A as presented by Sam Daly Harris (1994) and performed by groups around the world. While it is the recommended best practice for RESULTS groups, not every group will follow the prescribed formula exactly as it is presented. Some groups only have the same members attending each meeting so a number of the steps would be redundant.

2.5 Recent Innovations at RESULTS Canada

Since identifying the need to develop a youth recruitment strategy was observed by Bested & Jama in 2014, RESULTS Canada has developed a new part-time position based in the Ottawa office that focuses on addressing this need. The Youth Mobilization Officer started in September of 2014 and while previously staffed by Erika Richter, is currently held by a recently added staff member. Under Erika's leadership, a number of grassroots initiatives were developed in effort to solidify a youth base of citizen advocates including establishing contacts at various universities, and the development of various training modules for new volunteers. A new high school contingent of youth recently attended the RESULTS National Conference in Ottawa this past April, which inspired hope for the future to many of the attendees.

In effort to create a technical forum for the action and education meetings, #Voices4RESULTS was established using an online medium for those that want to participate in group meetings, but do not have access to local chapters. A reincarnation of a previous online meeting, the new format is an attempt to create a space for the development of a RESULTS community by capitalizing on video feed that enables group members to discuss monthly issues with like-minded individuals from remote locations (“#Voices4RESULTS,” n.d.).

The option to participate in the online meeting forum is a new technological addition to the traditional form of RESULTS that is expected to appeal to the youth demographic. This, along with other contemporary additions to the advocacy model, such as actions involving Tweeting to elected representatives, postings to social media, and creating online video content that delivers the RESULTS message in a novel way are all capitalizing on the tools familiar to younger generations introducing youth-friendly ways to participate.

With an updated website with greater interactivity, access to current actions and events, as well as updated information pertaining to local meeting opportunities, RESULTS Canada is making great strides to capitalize on existing technologies to get their message into the public domain. With the digital infrastructure in place, RESULTS is actively expanding their social media presence with regular Facebook updates in unison with new advocacy actions that include ‘Thunderclaps’, tweeting, and interactive opportunities highlighting RESULTS has begun the groundwork to begin attracting new members to the organization.

2.6 RESULTS Canada Recruitment Efforts

According to National Public Outreach Coordinator, Erika Richter, the typical manner in which new members join RESULTS Canada is through someone they know (Private Conversation, March 2016). Each chapter across Canada currently holds a monthly E&A, as listed on the

website, to which the average number of attending participants fluctuates in numbers below 10, with Calgary showing the highest average turnout at 8 participants. As a member of the Calgary chapter, I personally have seen the fluctuation over the last 5 years among even the core members who I would submit each attend about 7 or 8 of the monthly meetings in a year. As for the new members that I personally have seen attending an E&A, only 2 in the last 5 years have continued to stay committed to RESULTS and regularly take actions. While monitoring systems are in place to track and record active RESULTS members that attend monthly meetings and self-report taking the monthly actions, the participant totals are quite fluid, and can range between 50-150 members across the country each month. Email addresses of new and regular participants are recorded at the monthly meetings and added to the Googlegroups monthly emails, however, the number of new attendees, while remaining on the Googlegroups email list, may or may not return to the meetings on a monthly basis, adding to a perception of stagnant growth. RESULTS Canada is considering one avenue to accomplish expanding its membership by focusing on youth aged 18-35. Specifically, they are looking to attract new members that are interested in international development issues as well as those who have an interest in learning the necessary skills required to empower themselves in order to advocate for people living in extreme poverty (Bruneau, private conversation, 2014).

The work of the Youth Mobilization Officer (YMO) since its inception in September 2014 has focused on outreach to student unions based at universities across Canada in order to test the appetite of available youth volunteers that could establish RESULTS chapters on campus. Outreach attempts have been tailored to recruit for willing participants through general advertisements expressing the need for volunteers to take on leadership positions as Chapter Presidents willing to initiate university chapters. The message of the recruitment attempts has typically targeted students interested in international development or those with a passion to contribute to ending extreme poverty and offer opportunities to manage a team, learn communication skills, and the potential opportunity to attend a RESULTS conference. Recently, in a private email, Erika Richter reported that of the 11 Canadian universities where the ads were posted in December of 2015, 24 students had submitted their resumes in response to the ad. Since the beginning of 2016, many of these students began to work with the online #Voices4RESULTS group, however, Erika further reported that only 1 had made a serious attempt at creating their own university chapter.

Other appeals to increase youth involvement have included the development and running of an “Advocacy 101” workshop that took place online in June of 2015, designed to appeal to youth looking to develop new skills, of which over 20 participants took part. Erika Richter notes that very few of the participants in the advocacy training have returned, and of those that have expressed interest in participating in RESULTS, only a couple have actually turned up at monthly E&A meetings. Those that have attended the monthly E&A meetings in various existing chapters across the country have either stopped showing up after a few meetings, or never attended again after one session (private conversation with Erika, February, 2016).

In an parallel attempt to expand RESULTS interaction with youth, recent relationships have been established with high schools that have internationally focused education components in various cities across Canada. As 2016 will be the first semester for the majority of these school curriculums, it is still undetermined how RESULTS will best leverage these relationships into new opportunities for expansion of its role in the community.

Erika further contends that while the conversion rates among youth advocacy trainees to long term volunteers is low, it is partly to do with the lack of focus on behalf of the Ottawa staff that have been preoccupied with the organization of this past April's National Conference, and with the transition of numerous staff members leaving the organization and onboarding new hires. With the Youth Mobilization Officer working part time on leveraging existing university contacts, and attempting to establish new contacts across the country as a means to raise awareness for the organization's desire to expand, there remains a need to further develop a strategic plan that can successfully attract youth and retain volunteers beyond what is already being attempted.

3.0 Methodology and Methods

3.1 Introduction

Building upon recommendations from Bested and Jama that identified the need to strengthen the presence of youth in RESULTS Canada, this report sought the required information on how to best inform a recruitment and retention strategy by amalgamating the empirical literature pertaining to youth volunteering practices, political inclinations, activity preferences, and psychological needs of youth that are civically and politically engaged.

3.2 Methodology

The overall approach consisted of an adapted smart practices approach based on that proposed by Bardach (2012, pg. 109), which seeks to identify the “smart practice” solutions that have been tried successfully by other organizations in similar contexts. In this approach, Bardach identifies five guiding steps to consider when looking for smart practices:

1. Develop Realistic Expectations – when reviewing practices used by other organizations, it is important to identify whether the practice has validity in actually addressing the problem it set out to solve, or whether the practice actually exacerbates the problem due to measurement defects and researcher biases.
2. Analyze Smart Practices – smart practices are tangible behaviors that take advantage of existing idle opportunities or “free lunches” that when used can improve public value in an affordable manner.
3. Observe the Practice – identify the functions and features of a successful practice to uncover how they may be best adapted to suit an organizations needs
4. Describe Generic Vulnerabilities – identify how practices fail with attention to whether the adopting organization’s management has the capacity to implement a smart practice, or whether the smart practice itself is particularly prone to failure
5. But will it Work Here? Identify whether the context in which the practice succeeded is comparable to the context in which the organization plans to implement it.

While it would be optimal to conduct a full review of existing organizations that have developed and implemented youth focused volunteer recruitment and retention campaigns, this report is limited to the existing literature on the psychological, social, and behavioral preferences of youth engaged in civic and political activities that incorporates steps 2 &3. This will provide the foundation upon which further research utilizing the smart practices approach can be completed incorporating the other steps as recommended by Bardach (Bardach, 2012).

3.3 Methods

The methods used for this report consisted of a literature review.

3.3.1 LITERATURE REVIEW

The first phase of the comprehensive literature review explored the research and trends pertaining to volunteerism and political activism. The objective was to identify the manner in which youth participate in various forms of social action including civic (e.g. volunteering) and political engagement (e.g. voting, protesting, petition signing behaviors). This included

examining the characteristics that typify youth that engage in social action including their various motivations and behavioral inclinations.

The second phase of the literature review was to identify recruitment strategies that are successfully used to attract youth to volunteer based organizations, and to uncover the key demographic characteristics that need to be considered when developing a youth focused strategy. To keep it relevant to RESULTS Canada, as much of the data as possible was sourced from Canadian based research and the Government of Canada information websites. The findings uncovered in the literature review also contributed to the development of interview questions that can be used in the future to interview Canadian non-profit industry executives for a further comprehension of smart practices employed to attract youth (Appendix 1. Unstructured Interview Questions).

3.4 Data Analysis

The qualitative data analysis took a thematic approach focused on the findings of the literature review which was then inductively extrapolated to provide the client with the relevant contemporary research that could be used to frame a recruitment strategy that targets Canadian youth. In regard to the recent and ongoing development of youth focused recruitment efforts by the RESULTS Canada Ottawa staff that focus on university aged students, the definition of youth for this report included the 15-25 year old demographic, and focused on research inclusive of, but not limited to, this age range.

4.0 Literature Review

4.1 Overview

In an attempt to identify issues and solutions to a perceived civic disengagement of youth in Western styled democracies, a growing litany of research conducted since 2000 has focused on the political inclinations and civic behaviors of youth around the world (Checkoway, 2013; Gidengil, 2004; Shier, 2006; Sloam, 2014). Many of these studies have looked into the existing position that youth are lazy, uninformed, apathetic citizens lacking the motivation to engage in projects that may benefit society (Bastedo, Dougherty, LeDuc, Rudny, & Sommers, 2012, pg. 1), other research, however, has pointed out the limitations of this position suggesting that youth engage in political expression differently than the traditionally measured behavior of voting (Gidengil, 2004; MacKinnon, Pitre, Watling, & Canadian Policy Research Networks, 2007; Milan, 2005). According to Statistics Canada, Canadians between the ages of 15-29 are the most actively engaged citizens involved in various forms of civic participation including the highest rates of volunteerism, although they are also the least likely to vote in an election (Milan, 2005; Uppal & LaRochelle-Cote, 2012). Youth have a greater inclination to participate in civic engagement, or alternative forms of non-political activities including volunteering (Milan, 2005, pg. 4). Such findings are encouraging as they demonstrate a favorable inclination toward the activities that already exist within the RESULTS model (see section 3.4 above).

There are characteristics inherent to the roles and responsibilities of the members of RESULTS Canada that required two distinct yet complementary avenues of research in order to develop an understanding that is required to adequately inform the development of a youth recruitment strategy. On one hand, the activities of RESULTS Canada members while voluntary, wouldn't easily lend themselves to define members as exclusively 'volunteers' as many of their activities are politically motivated. On the other hand, despite the inherent political orientation of member's advocacy behaviors, there are other roles and responsibilities that lie outside a purely political scope, such as educating others on the issues surrounding extreme poverty. As such, according to the website, members of RESULTS Canada are not referred to as *volunteers*, nor are they exclusively *political advocates*, they are considered *citizen advocates*, a term that represents the amalgamation of both civic and political engagement activities.

For the purpose of differentiating types of activities, O'Neill's definitions of *civic* and *political* engagement were used (O'Neill, 2007, pg. 2). Here, **civic engagement** refers to broader activities including those that occur within the community or with charitable organizations usually to bring about some social good. These activities are typically volunteering behaviors, where volunteering is "unpaid, organized social work, which requires an expenditure of time and could also be carried out by a third person and could potentially be remunerated" (Wehner, Mieg, & Guntert, 2006, p. 20). **Political engagement**, on the other hand, involves behaviors that are more focused and includes voting behaviors, joining special interest groups, demonstrations, or other variations of protest such as signing petitions (O'Neill, 2007, pg. 2).

By subscribing to these two definitions, two distinct sets of behaviors are outlined which enabled another important facet of the literature review, namely the ability to differentiate and isolate the behavioral characteristics and inclinations of youth associated with civic and political engagement. By separating these two sets of behaviors, both of which are elements inherent to

participating as a member of RESULTS, each could be independently considered and mined for insights pertaining to:

- *general statistics* and other demographics relating to such behaviors
- *motivations* to engage in such behaviors
- *personality characteristics* or the attitudes of youth toward helping behaviors and political advocacy
- *Recruitment considerations* which could be tailored to recognize both, or specified to each set of behaviors

Although O'Neill differentiates civic and political engagement, the self-described model of RESULTS Canada as a 'volunteer organization of citizen advocates' demonstrates the highly integrated importance of each. Bested and Jama referenced the possibility of needing to consider changing the model to make it 'youth friendly' in effort of attracting this target demographic (2014). While portions of this report attempt to determine whether there are existing general preferences among youth toward civic or political engagement behaviors which can be used to inform a coherent recruitment campaign, it is also important to identify the elements of the RESULTS model that align with these preferences or to recognize those that could be added or changed to accommodate their interests.

The literature review is divided into three sections. The first two sections, being civic engagement (volunteering) and political engagement, will begin with broad statistical references that narrow into youth focused motivations and preferences for participation. The third will cover insight into contemporary strategies for recruitment and retention practices that can be applied to Canadian youth.

4.2 Civic Engagement Through Volunteering

“...let us remember the large numbers of citizens who, day in and day out, through acts of volunteerism large and small, bring hope to so many of the world's disadvantaged. Let us ensure that this wonderful resource, available in abundance to every nation, is recognized and supported as it works towards a more prosperous and peaceful world.” -- Kofi Annan

The United Nations Volunteer Program identifies volunteerism as a powerful force for development, benefitting both the individual and society at large through the building of trust and other forms of social cohesion creating the social capital which contributes to a sense of community among those involved (United Nations Volunteers, 2015). Volunteering may be a universal characteristic of human societies, however, Penner limits its definition to the prosocial behaviors that take place in an organized context, free from the psychological demands of personal obligation (Penner, 2002, pg. 448). Others contend that while volunteering may appear to be prosocial or altruistic, benefitting others and ultimately society, the reality is these behaviors have significant personal benefits including better health, upward career mobility, greater neurological functioning, a longer life, and increased financial benefits (see Wilson, 2000 for a full review).

Attempts to identify why individuals engage in prosocial or altruistic behaviors has gained much attention in recent years and has led to the development of a number of theories which attempt to

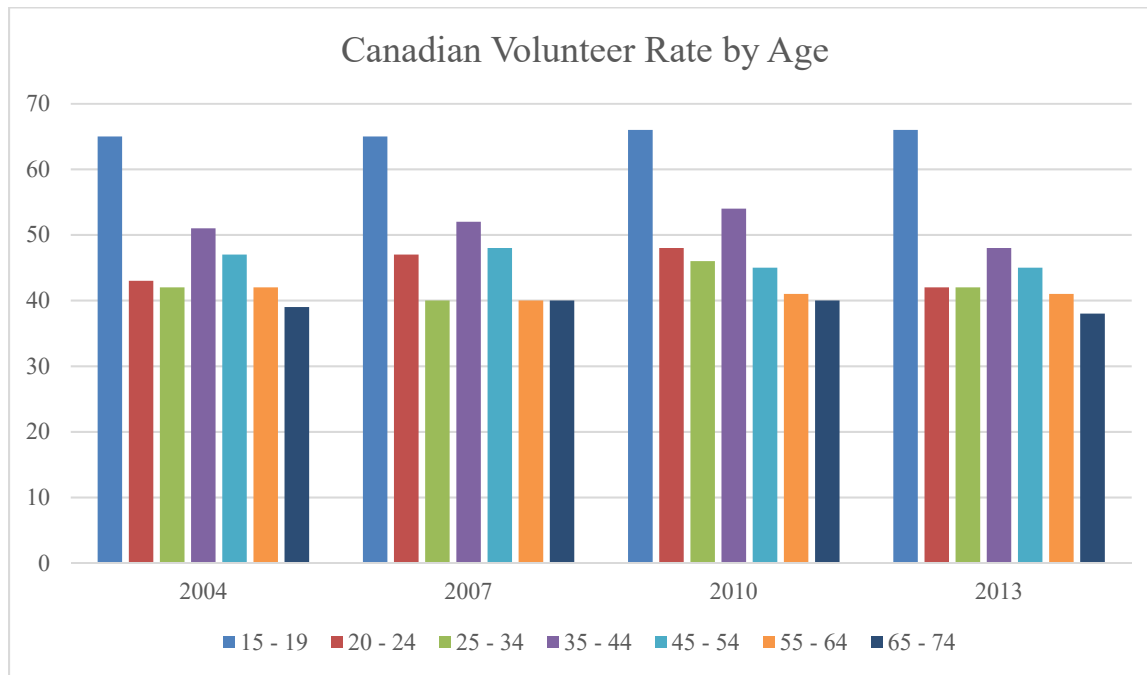
identify general characteristics pertaining to the motivations and processes individuals experience when engaging in volunteering behaviors (Briggs, Peterson, & Gregory, 2010; Clary & Snyder, 1999; Omoto & Snyder, 1995). The purpose of this section is to consider the literature on volunteering and identify what attracts, engages, and sustains volunteering behavior in a Canadian context.

4.2.1 CANADIAN VOLUNTEERING STATISTICS

According to the most recent report published by Statistics Canada, more than 12.7 million Canadians over the age of 15 volunteered 1.96 billion hours in 2013 (Turcotte & Statistics Canada, 2015, pg. 4). At 44% of the population, these statistics show a decrease in participation from previous studies conducted over the last decade (Vézina & Crompton, 2012), however, while participation was down, the number of hours volunteering remained consistent (Turcotte & Statistics Canada, 2015). Table 1 shows that Canadian youth between the ages of 15-19 are the most active cohort of volunteers with 66% of them taking part, however, 20% of them reported volunteering as a mandatory requirement for graduating high school, and they contribute the lowest number of volunteer hours.

Despite a drop of 4% since the 2010 Canadian Survey of Giving, Volunteering and Participating (CSGVP), 48% of the 35 to 44 year old cohort still contributed a significant amount of volunteer energy to the social economy. The older 55 to 64 cohort remained consistent with 41% participating in volunteer activities, however, this cohort contributed the greatest percentage of time spent volunteering, accounting for 39% of the 1.9 billion hours. This significant contribution of time is consistent with Einolf's contention that there will be an increasing trend of older populations devoting time to volunteering as baby boomers retire and look for opportunities to share their skills (Einolf, 2009, pg. 194). Statistics Canada reports that by the year 2036, 1 in 4 Canadians will be over the retirement age of 65 (Statistics Canada, 2013). This may have huge implications for organizations as older volunteers are more likely to be involved in certain activities that they prefer (Turcotte & Statistics Canada, 2015, pg. 8).

Table 1. Canadian Volunteering Statistics (Adapted from the Turcotte, 2015)



4.2.2 WHY AND WHERE CANADIANS VOLUNTEER

In the 2010 CSGVP, 43% of Canadians reported that they get involved in volunteering because someone they knew was also doing it, while a further 25% joined a family member involved in a volunteer project (Vézina & Crompton, 2012, pg. 37). Two thirds, or 66% of the 2.2 billion volunteer hours that year were devoted to organizations involved in five non-profit sectors: sports and recreation, social services, education and research, religious activities, and health. The least number of hours were devoted to organizations involved in law, advocacy, and politics getting only 3% of the total number of Canadian volunteers aged 15 and up, and a mere 2% of the total number of hours. While half of Canadian volunteers contributed to two or more non-profit organizations, 76% of their voluntary contributions were directed to only one of the organizations.

4.2.3 DEMOGRAPHICS OF VOLUNTEERS

The 2013 CSVG notes that with 45% of females vs. 42% of males volunteering shows a difference from the 2010 CSVG where numbers were even. Single Canadians were more likely than married Canadians to volunteer, but contributed less time than those in relationships. 58% of Canadians with university degrees volunteered in 2010, compared to 43% with high school diplomas, and those who contributed the most hours to volunteering tended to have University degrees. Other characteristics that correlated with tendency to volunteer include higher incomes (although volunteers in the lower income profile contributed more time), consistently employed (even more than those that have retired), parents with school aged children, religiously active, and those that had early childhood volunteering experiences (see Turcotte & Statistics Canada, 2015).

With so many choices for volunteers to contribute their energies, it is important for volunteer managers to understand what motivates volunteers toward making the decision to contribute to a particular cause or organization.

4.2.4 MOTIVATIONS TO VOLUNTEER

According to behavioral theorists, the very act of volunteering is a behavior that requires the expense of energy for the benefit of another which is fundamentally counterintuitive to human biology (Piliavin & Charng, 1990, pg. 30). Why then do people volunteer? Early research on volunteering determined that individuals were motivated by altruistic *and* egoistic motives to engage in prosocial behaviors (Cnaan & Goldberg-Glen, 1991, pg. 281). While volunteering is done for the benefit of others, it is often noted that the volunteer is the recipient of many positive outcomes which may be the ultimate motivation behind engaging in altruistic or prosocial behaviors (Hustinx, Vanhove, Declercq, Hermans, & Lammertyn, 2005; A. M. Omoto, Snyder, & Hackett, 2010). Since the 1990's, considerable research has contributed to the literature bringing forth theories and insight into human helping behaviors which differentiate between those serving others, and those serving ones ego (Briggs et al., 2010; Cemalcilar, 2009; Clary & Snyder, 1999; Omoto & Snyder, 2002; Penner, 2002). Recent research has contributed to the development of theories for volunteering that consider the individual's intrinsic motivations, the life cycle of volunteering, and an individual's values and attitudes (see O'Neill, 2007 for review).

4.2.4.1 Volunteer Function Inventory (VFI)

Based on the functionalist theory introduced in the psychological literature by Katz (Katz, 1960), Clary and Snyder developed the Volunteer Function Inventory (VFI) which uses a functional perspective to consider the personal and social processes that lead to, direct, and sustain volunteer behaviors (Clary et al., 1998). As Clary et al. (1998) describe, the functionalist approach to analysis seeks to identify the genuine reasons people engage in particular behaviors theorizing that "people can and do perform the same actions in service of different psychological functions." (pg. 1517). Essentially, Clary et al. postulated that people who volunteer have their own personal and social motivations for doing so which service particular functions of their own psychological needs. The researchers hypothesized that the functions of an individual's personality being served through the act of volunteering could be identified and measured, which in turn would provide insight into not only motivations for individuals to engage in helping behaviors, but also for organizations to understand why individuals choose to volunteer with them. Their research identified the existence of six functions that are served by volunteering as described below.

The '**Values**' function represents a volunteer's opportunity to engage in their altruistic or prosocial inclinations. Some researchers have identified this function as the highest rated among long term, devoted volunteers (Aydinli et al., 2016; Rehberg, 2005; Stukas, Worth, Clary, & Snyder, 2009) and is considered by Clary et al. as representing motivations related to relationships, namely, the need to help others (Clary & Snyder, 1998, pg. 1517).

The '**Social**' function is also related to the need to establish or maintain relationships through the act of volunteering. This function offers an opportunity to engage in activities with one's friends or to participate in organized, socially favorable behaviors. Lifecycle research identifies the social function as very important to youth volunteers who often engage in volunteering to spend time with friends (A. M. Omoto, Snyder, & Martino, 2000, pg. 187).

The ‘**Career**’ function reflects the desire to attain career related benefits through the act of volunteering. This function is rated highest by youth and students that see volunteering as a means to get a leg up in a competitive job market, or as a means to accentuate applications to get into university (Clary et al., 1998, pg. 1523).

The ‘**Understanding**’ function reflects an individual’s eagerness to learn new skills or to use knowledge and skills they already possess. It is often reported as a significant motivator among student volunteers that want to get hands on experience and is usually accompanied by motivations through other functions such as ‘career’ (see above).

The ‘**Protective**’ function is reflective of the activity of the ego. The authors suggest the protective function acts to reduce negative feelings experienced by the ego and that volunteering may be a mechanism as to reduce the feeling of guilt of being more fortunate than others (Clary et al., 1998, pg. 1518). Both the ‘Understanding’ and ‘Protective’ functions serve a need for *personal development*.

The ‘**Enhancement**’ function, while related to ego, is involved in personal affect and personal strivings for positive self-development. Based on research that demonstrated helping behaviors result in a positive mood, the researchers identified enhancement as a motivation that focuses on the ego’s positive development. Both the Career function and the enhancement function are motivations related to *personal enhancement*.

Figure 1. Clary and Snyder’s Volunteer Function Inventory (adapted from Clary et al., 1998)

Function	Conceptual definition	Sample VFI item	Motivations
Values	The individual volunteers in order to express an act of important values like humanitarianism.	I feel it is important to help others.	Prosocial - Relationships
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused	Volunteering lets me learn through direct, hands-on experience.	Egoistic - Personal Development
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.	Egoistic - Personal Development
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me to get my foot in the door at a place where I would like to work or study.	Egoistic - Personal Enhancement
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.	Egoistic - Personal Enhancement

Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.	Egoistic - Relationships
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Within Clary et al's function matrix, the authors found that an individual's decision to volunteer is typically multi-motivated choosing more than one reason for participating as a volunteer (Clary & Snyder, 1998). They report that volunteers typically rate Values, Understanding, and Enhancement as the most important functions, however, there is significant variance across age groups as younger volunteer's rate Career and Social with greater importance than older volunteers. They conclude that the act of volunteering may serve many motives for an individual, and more than one motive may be served within a group of individuals engaged in the same volunteer activity. In terms of using the VFI as a recruitment tool, the authors recommend matching the marketing message to the motives of potential volunteers (Clary et al., 1998, pg 1528). Recruitment messages should detail the benefits of volunteering with the organization as close as possible to the motivations of the intended recipients, a consideration we will turn to in the discussion.

While the VFI is one of the most prominent tools used for measuring motivations to volunteer, a number of authors have pointed out its limitations or added to its list of functions. In recognition of the numerous non-profit organizations that put forth *social justice* as the primary purpose in their vision or mission statements, Jiranek et al. determined the existence of Social Justice as an additional 'other oriented' motivation that could be included in the VFI (Jiranek, Kals, Humm, Strubel, & Wehner, 2013, pg. 534). Their research demonstrated that *social justice* was consistently a highly rated motivator as it related to an individual's intent to volunteer. The authors also reported the need to include greater clarity on the antecedents to volunteering. In their research they included Azjen's theory of planned behavior (TPB) which stresses the interplay of perceived control, attitude, and subjective norms affecting the intentions to engage in a behavior (Azjen, 1991, as quoted in Jiranek et al., 2013, pg. 521). They found all three antecedents to be powerful predictors of an individual's intention to volunteer. Specifically, whether a volunteer possessed the confidence in their personal competence to engage in the volunteer behavior, ultimately affected their intention to volunteer which is overlooked by the VFI and a necessary consideration for volunteer managers concerned with recruitment (Jiranek et al., 2013, pg. 534).

4.2.4.2 Volunteer Process Model (VPM)

In their research attempting to identify *why* people engage in prosocial behaviors, Omoto and Snyder developed a three staged progression they called the Volunteer Process Model (VPM) (A. M. Omoto & Snyder, 1995; A. Omoto & Snyder, 2002). Within their model, the behavior of volunteering is affected by differing motivations at each of three stages: antecedents, experiences, and consequences. Along with the stages of the model, the authors identified the existence of three levels that also effect a volunteer's motivations: the individual, organizational, and societal. Omoto and Snyder correlate the interaction of these stages and levels throughout the VPM (A. M. Omoto & Snyder, 1995; A. M. Omoto et al., 2010, 2000; Snyder & Omoto, 2008).

The authors contend that the model speaks to stages of the volunteer process as they occur over time, and that while each level of analysis can be considered individually, they interact with one another effecting the consequences of an individual volunteering, or for an organization relying on volunteers to achieve its mission. At the antecedent phase, the decision to volunteer is first effected by the motivations and the inclinations of the individual (prosocial attitude), the organization (how familiar is it to the individual? What is the organization’s reputation?), and perceptions of society (is it socially acceptable to participate?). Later, the effect of the volunteering experience, or the interaction between the individual and the organization as well as between the individual and society, determines whether the individual will decide to continue to volunteer (is the volunteer satisfied with the activities and/or the organization? Are there external pressures to cease the activity such as other time commitments?). Again, this is affected by the congruence between the reality of the experience and the individual’s expectations (individual), interactions with the organization and other volunteers or clients (organizational), and perceived opinions of their friends and family toward their volunteering behavior (societal) (see figure 2). Finally, the consequences that the act of volunteering has on the individual over time will determine future activities and the length of commitment to the organization. Overall positive experiences lead to greater intent to continue volunteering and may encourage future volunteering behavior with other organizations (A. M. Omoto & Snyder, 1995).

Figure 2. **Conceptual model of the Volunteer Process Model** (adapted from Omoto & Snyder, 2002)

Level of Analysis	Stages of the Volunteer Process		
	Antecedents	Experiences	Consequences
Individual	Motivations Prior experiences Personality Skill sets Expectations Existing support systems Ex: Do I have the desire or necessary skills to volunteer?	Volunteers choice of role Performance in role Relationship with organization Relationship with other volunteers Satisfaction with volunteering experience Ex: Does volunteering experience match my expectations?	Changes in knowledge, attitudes, behavior, motivations, identity, Evaluation of volunteering Commitment to organization Recruit other volunteers Ex: Will I volunteer again, or encourage others to do it?
Organizational	Identify, recruit, train volunteers Ex: How many volunteers do we	Assign volunteers Track performance Delivery of services	Quality and quantity of services Retention of volunteers

	need, to perform which tasks, and who do we want to perform them?	Ex: Are the volunteers we have meeting our organizational needs?	Ex: Is our mission being achieved?
Societal	Social climate Community resource Cultural context Ex: What is the issue being addressed?	Recipients of services Volunteers social network Clients social network Ex: Who will be the recipient of the work?	Public education Systems of service delivery Ex: What has changed?

The researchers recognized that volunteers typically seek out opportunities to help on their own volition. They found that this active and deliberate pursuit of volunteer opportunities often required long periods of reflection on the “initiation, extent, and nature of their involvement” (Snyder & Omoto, 2008, pg. 6). This process creates expectations that are continually matched against the reality of the volunteer experience. The authors conclude that critical to sustained volunteer activity are a mix of personal motives, social and organizational support, and satisfaction with the volunteer experience, three integral considerations that must be important to all volunteer managers.

Further research suggests that the *antecedents* in the decision to volunteer are critical. Omoto and Snyder confirm that personal *motivations* play a significant role in the decision making process to volunteer. They further acknowledge that is consistent with other research, any effort to recruit volunteers requires knowledge of the potential volunteer’s motivations so that the recruitment message matches their motivations (Clary & Snyder, 1999; Clary, Snyder, Ridge, Miene, & Haugen, 1994; A. M. Omoto et al., 2010). This matching of the marketing message to the motivations is important, not only to recruitment campaigns, but also for retention as ensuring a volunteer remains with an organization will depend on their satisfaction with their experiences meeting the needs of their motivations (Clary et al., 1998, pg. 1525, 1994; Stukas et al., 2009, pg. 22).

4.2.5 Sustaining Volunteer Commitment

Motivations of the individual to volunteer repeatedly appear in the literature when initiating volunteering behavior, but they have also been shown to change over the course of the volunteering lifecycle which may threaten an organizations ability to keep volunteers active. Retention of volunteers is as important to the volunteer manager as recruitment and there have been recent attempts to discern practical approaches to keeping volunteers committed that focus on the organizations ability to develop tasks that match an individual’s motivations, as well as catering to the development of role identity.

4.2.5.1 Matching Motivations to Tasks

Houle suggests that once a volunteer initiates volunteering with an organization they gravitate toward tasks that match their initial motivations to volunteer in the first place. If those tasks do not exist, their experiences will be negative and they will be less inclined to continue with the organization (Houle, Sagarin, & Kaplan, 2005, pg. 343). The importance of having tasks available for volunteers with benefits that match their initial motives to volunteer is another

important consideration for volunteer managers. Such findings highlight the necessity to educate potential volunteers on the benefits they will receive from performing a task, to ensure the tasks they partake in will satisfy their motivations and preemptively deter them away from tasks that would be ungratifying, which would negatively affect the longevity of their volunteer commitment.

Willems and Walk (2013) furthered this line of research by identifying what tasks correlate with the functional motivations to volunteer as discussed in the VFI above (see 3.2.1). By focusing on youth task preferences, they found that certain tasks could be assigned to new volunteers that would adequately meet all of the functional motivations to volunteer which included tasks associated with interpersonal relations and member orientation (Willems & Walk, 2013, pg. 1036). On account of their high correlation to satisfying functional motivations, the addition of fundraising and representative leadership rounds out what the authors describe as the ‘core group of tasks’ that should be offered to youth volunteers. Just as importantly, the tasks that had the lowest preferential ratings, and thus, would result in the lowest satisfaction of functional motivations, fell into task categories that included administrative duties and facility maintenance.

Figure 3. Core Group of Tasks for New Youth Volunteers (adapted from Willems & Walk, 2013)

Category	Examples of Related Tasks
Interpersonal Relations	Facilitate group meetings Follow up on group actions Teach members about their responsibilities
Member Orientation	Create new events for members Animate members
Representative Leadership	Representation at member meetings Organizing events with other organizations
Fundraising	Organize sales events Organize other fundraising activities

4.2.5.2 Role Identity

In an attempt to understand long term volunteer behavior, Grube and Piliavin focused on the influences of organizational sources in the development of *role identity* as a predictor for commitment (Grube & Piliavin, 2000). Based on role identity theory which centers on the components of self that correspond to the social roles an individual play within social networks, their framework suggests that while an individuals perceived expectations lead to the act of volunteering, it is the elements of the organization (i.e.: its reputation, the experiential exchange it enables with the individual volunteer) that will lead to the development of a role identity which in turn determines the individuals commitment to the organization (Grube & Piliavin, 2000, pg. 1116). The perceived prestige and perceived integrity of the organization, as well as the perceived social expectations of others predicts the development of a positive role identity which in turn predicts commitment. The authors concluded that in order to increase the likelihood that a volunteer will stay committed to the organization, it is necessary for the new

volunteers to immediately be absorbed into role specific activities which will strengthen the psychological bond between the volunteer's perceived connection to the organization and lead to the development of a positive role identity (Grube & Piliavin, 2000, pg. 1117). This development of a role identity – I volunteer with 'this organization' as the 'role description' - can strengthen an individual's sense of self and have positive effects on the volunteers' health and well-being.

The authors also identified that the *perceived expectation* of others is the greatest predictor of the development of a role identity and recommend that organizations immediately put pressure on new volunteers to instill these perceived expectations (Grube & Piliavin, 2000, pg. 1116). They further note that there may be a threshold to the optimal amount of perceived expectation as too much has a negative effect and leads to volunteers leaving the organization (pg. 1117-8). More importantly, however, this finding signifies the importance of having predefined roles with built in expectations to engage new volunteers where longevity of service is a desired outcome of the organization.

Thus far, the research and tools used to predict volunteer behavior lean toward the 'self' as the ultimate recipient of engaging in volunteer activity. Rather than the perceived altruistic motivations societally associated with volunteering behavior, the examples above invoke a 'me oriented' intent via opportunities for career advancement, the development of new skills, or social expectation in the creation of one's identity, all of which can be used to determine whether an individual will ultimately engage in and sustain volunteering behavior. Briggs (2010) suggests that the Behavioral Reasoning Theory (BRT) acts as a great tool for identifying the values and attitudes that are 'other oriented' demonstrating these are more influential in an individual's prosocial behaviors rather than those that are 'me oriented' (Briggs, Peterson, & Gregory, 2010, pg. 61). The authors find that although other research suggests 'me oriented' motivations are the primary drivers to volunteer (Clary et al., 1998; Clary & Snyder, 1999; A. M. Omoto & Snyder, 1995; A. M. Omoto et al., 2010), it is best for an organization to appeal to the 'other oriented' to keep volunteers involved in the organization. This is not unique to Briggs, as other researchers have identified that those who volunteer for the service of others tend to have the longest relationships their organizations. Jiranek et al (2013) also introduced the function of social justice, which can be considered an 'other oriented' focus for volunteers, and noted it is reported as a motivator from those that intend to volunteer (pg. 526).

Adding to the complexity of trying to develop a recruitment and retention strategy, particularly one that attempts to target a youth demographic, is the recent divergence from traditional styles of volunteering. Using Social Modernization Theory, Hustinx and Lammertyn (2003) examined the very nature of volunteering in a reflexive historical context and found that while volunteering was once a long-term and involved commitment, volunteering has changed into temporary, sporadic episodes that are non-comital (Hustinx & Lammertyn, 2003, pg. 168). They attest that, "volunteering seems to be more dependent on personal interests and needs than on service ethic and a sense of obligation to the community. Motivated by a search for self-realization, volunteers demand greater freedom of choice and clearly limited assignments with tangible outcomes." (pg. 168). They go on to remind recruitment managers that there is already a growing need to be cognizant of how these trends will affect organizational development, stating that "chances of organizational survival will depend on structural adaptations that can accommodate more self-interested, flexible, and detached forms of involvement" (pg. 183). Such findings add another

layer of consideration when designing a volunteer strategy that will require the development of roles and tasks that meet these expectations of potential volunteers. Next we will consider how youth perceive the volunteer process and identify their preferences and motivations for participating as well as the benefits they expect in exchange for their service.

4.2.6 Youth Volunteering

Most of the research on volunteering has traditionally focused on adults, however, new research is beginning to emerge that focuses specifically on youth and the positive effects it can have on them (Ballard, 2014; Cemalcilar, 2009; Willems & Walk, 2013). According to the statistics, it is evident that youth have a significant tendency to be involved in volunteer activities (see 4.2.1), however, understanding why or what motivates them to participate requires further exploration. Although more than two thirds of Canadian youth aged 15-19 were engaged in volunteer activities in 2013 (see Table 1), that number drops dramatically to 42% in the 20-24 age bracket which has led researchers to speculate the high participation rates are directly related to educational requirements needed to finish school (Turcotte & Statistics Canada, 2015, pg. 5). Other researchers suggest the lifecycle rationale as high school student's transition into young adulthood places new demands on their time such as attending university, or entering the workforce, which decrease the opportunity to participate in volunteer activities (Vézina & Crompton, 2012).

The number of Canadian youth volunteering is still more than double what it was 20 years ago (Turcotte & Statistics Canada, 2015, pg. 5). Researchers have found that youth are more likely to volunteer to benefit their own self-interests out of concern for career advancement (Clary et al., 1998). They have a tendency to volunteer for organizations they have had experiences with or that are familiar to them and that have a cause they identify with or believe in (Shields, 2009, pg. 151; Wymer & Starnes, 2001, pg. 75). Youth are motivated to volunteer when opportunities exist to use their skills and strengths and will continue to volunteer when they feel their contributions matter (Evans, 2007, pg. 701). Having voice and influence in the organization is also rated as an important facet of the volunteer experience. When looking at student volunteers, other researchers have found that youth are not particularly loyal to any one organization, are selective in the tasks they choose to do, expect some personal benefit through their volunteering, and that their volunteer work typically benefits other youth (Hustinx et al., 2005, pg. 528; Smith et al., 2010, pg. 76). Cnaan goes further to explain that youth volunteer, not to solely serve either their egoistic or altruistic motivations, but in order to service both. They recognize the importance of contributing through their service to others, but do value the benefits they receive in return (Cnaan & Goldberg-Glen, 1991, pg. 281).

4.2.6.1 Characteristics of Youth Volunteers

Similar to adult volunteers, youth volunteers are more likely to be educated, female, and exposed to volunteering early in life. Youth are more likely to volunteer if their parents volunteer, if their friends volunteer, and are pursuing entrance to or are already attending post-secondary education (see MacKinnon, Pitre, & Watling, 2007 for full review).

List of salient characteristics of Canadian youth volunteers:

- Educated
- Female
- Exposed to volunteering early

- Parents or friends volunteer
- Desire to help others in their community

As we can see, a number of individual characteristics and contextual experiences influence the likelihood of whether youth will volunteer. van Goethem (2012), using social identity theory, explains that as youth are still in the process of developing their identities, they look for new experiences to bring into that development. The act of becoming a volunteer might be one such societal context in which an individual explores another sense of self, however, because they are still test driving identities, a volunteer component may not yet be fully integrated and can therefore become irrelevant quite quickly leading to a higher probability of walking away at any time (van Goethem et al., 2012, pg. 516).

4.2.6.2 Youth Motivations to Volunteer

Discussed above in the general motivations for volunteering behavior, it is important to review the motivations that are most important to youth volunteers.

- Career opportunities – resume building
- Are familiar with the organization – they are aware of what the organization does and its reputation
- Organization shares values they identify with – for example, social justice, religious beliefs
- Opportunity to use existing skills
- Feel they have voice and contributions matter
- Service benefits other youth – for example, sports and education
- Expected benefits – for example, expand social network, skills training, mentoring opportunities

4.2.6.3 Youth Preferences for Volunteer Activities

In an attempt to identify the activities or contexts youth are most drawn to, Garver et al. (2009) identified a number of attributes that contribute to students preferences for the various types of community service that exist. Based on a review of university students required to participate in community service for credit, the authors segmented the general attributes of the volunteer experience and identified the following list of attributes that affected the student's preferences when choosing the type of service they would participate in (Garver, Divine, & Spralls, 2009, pg. 8):

- Volunteering for something aligned with their major or minor
- Alternative breaks – such as long weekends rather than spring break
- Working with children
- Limited, or no time commitment
- Volunteering with friends (rated significantly higher than alone, or one on one scenarios)
- Access to volunteering by driving to event (virtual online option rated less than average)
- Career enhancement

In order of importance to the students, the researchers found that the *type* of volunteering experience was most important, followed by the ease of access (driving to event, or online), time commitment, career benefits, with the social setting being the least important (Garver et al.,

2009, pg. 10). Understanding the elements of the volunteer activity will contribute to the development of volunteer opportunities that are attractive to youth.

In 2010, Volunteer Canada conducted a pan Canadian study that incorporated dialogue and views of the leading non-profits and volunteer organizations, over 1000 households, more than 500 active volunteers and focus groups to produce a list of preferences for volunteer activities among Canadian youth. They concluded that youth are most interested in volunteer opportunities (Building the Bridge to Volunteer Youth, “Volunteer Canada,” n.d.):

- With education and research organizations, sports and recreation organizations, social service organizations, international organizations, and environmentally focused organizations
- That are flexible and can accommodate their schedules
- That provide detailed job descriptions
- That provide constructive feedback
- That provide certification of skills, where possible
- Where they can volunteer with other youth

While the research demonstrates that there are a number of demographics and characteristics that may typically define youth volunteers, it is important to note that youth are not a homogenous group. A variety of factors can influence whether or not youth will feel motivated to engage in volunteer activities, what they will get out of the activity, how the design of the activity will meet their preferences, and where they are as individuals in terms of their identity development. The challenge lies in identifying the types of activities youth prefer to engage in voluntarily, regardless of whether they are school appointed requirements or not. Being aware of these findings can add value to a strategic recruitment plan for RESULTS Canada, however, further research is still needed that should identify what skills youth seek to develop and how RESULTS might cater to these needs within its model.

As described above, the model RESULTS Canada uses for engaging its volunteers lends itself to other elements of social action beyond volunteering, namely political engagement. Moving ahead with an understanding of the psychological functions that need to be satisfied before deciding to volunteer, the life cycle of the volunteer experience, the necessity to consider the types of tasks and potential roles volunteers want to engage in, as well as the characteristics typically found in youth with a higher probability to volunteer, it is important to now consider the advocacy side of RESULTS to see how it may affect the decision of new recruits to join the organization.

4.3 Political Engagement Through Voting and Other Political Behaviors

“Voter turnout has steadily declined in Canada over the past two decades at all levels of government. Those who don’t vote in the first few elections when they are eligible to exercise their democratic franchise are less likely to become voters later in life. With overall turnout at record low levels, and youth turnout between 34% and 39%, the compounding effects of declining youth turnout will likely have lasting impacts. At this rate, Canada may soon find itself in a situation where less than half

of eligible electors bother to cast ballots. This poses serious challenges to the integrity of our democratic system in the long-term.” Opening Remarks at the Roundtable on Youth Voter Engagement, Public Policy Forum (Ottawa, & Elections Canada, 2012)

According to a report by the Canadian Policy Research Networks, Canadian youth “are less likely to vote, are less likely to be members of political parties and interest groups, are less interested in politics and know less about politics than other Canadians” (O’Neill, 2007, pg. 20). On account of the mission and model of RESULTS Canada which not only creates the political will to end extreme poverty, but also seeks to heal the break between people and their elected representatives, it is necessary to get an understanding of how engaged Canadians are in the political process whether by focusing on their political understanding of their role in the democratic process, as well as their motivations to participate in such activities. Voting is the most readily observable process in which Canadians have a legal opportunity to directly affect the legislative process and is key to the working of our democracy. Understanding the motivations that focus on political engagement through understanding how youth participate in the electoral process will illuminate one facet of the political engagement of our youth. Considerations for other forms of political engagement will also be considered.

4.3.1 STATISTICS OF CANADIAN VOTER TURNOUT

A populace that engages in a high percentage of voting behavior is generally considered a sign of a healthy democracy. Since confederation, Canadian voter turnout has hovered around 75% for eligible voters (Canada, n.d.). The last few decades, however, has shown a steady decline to levels below 65%, with a record low of 58% in the 2008 election. The greatest absence of voters in recent elections has been Canadian youth (Howe, 2010, pg. 5-7).

4.3.2 STATISTICS OF CANADIAN YOUTH POLITICAL PARTICIPATION

Despite a recent election in 2015, statistics for Canadian Youth Voting patterns only go so far as the 2011 elections. Past voter turnout for Canadians average 75% over the last century, however, recent trends, as reported by Elections Canada, indicate the voting patterns among Canadians aged 18-35 average only 34-39% voter turnout in the last two decades (Canada, n.d.). The National Youth Survey commissioned by Elections Canada following the 2011 election sought to identify the rationale for the low percentage of youth voter turnout where only 38.8% of 18-24 year olds, and 45% of 25-34 year olds participated in the 2011 election (Canada, n.d.). Malatest et al. found that while most youth cite barriers to access including not knowing where to vote, or a hectic lifestyle with little room to make the time a priority, deeper inquiry revealed a general lack of motivation to participate among youth voters (R.A. Malatest & Associates et al., 2011, pg. 25).

4.3.3 LIFECYCLE AND GENERATIONAL EFFECTS ON POLITICAL ENGAGEMENT

In the authors seminal book, *Citizens*, Gidengil contends that age is the greatest predictor of political engagement in western styled democracies (Gidengil, 2004, pg. 109). There are two ways in which age affects one’s political behavior: the *lifecycle effects* which consider where an individual is in their journey through life with statistics showing political interest grows with age and *generational effects* where the era in which a cohort comes of age has more of an effect on

their political proclivities than their biological age (pg. 20). When considering one's age, it is easy to understand the traditional line of thinking that interest in the political realm increases as one gets older, presumably along with one's stake in society. Generational engagement, however, is based on 'era events', commonly referenced with the example of the political upheaval of the 1960's, an era often portrayed in media as politically vibrant (O'Neill, 2007, pg. 3). The problem, according to Gidengil, is that current generations of youth are voting at far lower numbers than previous generations when they were the same age (Gidengil, 2004, pg. 110). This suggests that the problem is generational and that this pattern may continue as current generations move through the lifecycle creating a future Canadian society with a populace disinterested in politics.

In his book, *Citizens Adrift: The Democratic Disengagement of Young Canadians*, Author Paul Howe identifies two key trends in that contribute to the political disengagement of youth (pg. 131):

1. Waning political knowledge
2. Generational changes in the values that sustain social integration.

He draws on the statistical reduction in youth actively participating in the democratic process, pointing out that while voting is not the exclusive means for political engagement, it is the only means to observably measure how every Canadian participates as it is the only time all citizens over the age 18 are registered and have relatively easy access to participate. He suggests the decline of voter turnout is related to both a decline in political education of youth which affects their understanding and willingness to participate, and the decline of community caused by the generational rise of individualism (Howe, 2010, pg. 188). The ascendancy of individualism, putting one's own interests ahead of others, can be viewed as a primary contributor to the reduction of social integration which traditionally binds people together and exposes them to political engagement, ultimately leading to a reduction in one's sense of obligation to participate in political matters. From the generational perspective, Gidengil states that the youth of today may have grown into adults in an era when cynicism toward politics was on the rise (Gidengil, 2004, pg. 21). The combination of individualism coupled with a decrease in political education for youth that have been exposed to societal political cynicism has led to the decrease in youth political engagement. As both the disintegration of community and institutional education merit further inquiry too broad to cover in this report, the focus will remain on the Canadian school system as it is the most salient to the political education of the majority of Canadians.

4.3.4 STATE OF CANADIAN CIVICS EDUCATION

Llewellyn et al, reviewed the current Canadian educational landscape and found that civic learning is limited to procedural knowledge that limits the capacity of youth to actively engage in the political landscape (Llewellyn & Canadian Policy Research Networks, 2007, pg. 2). The authors recognized a need for civic learning taught in Canadian schools to introduce a more robust curriculum that "should teach students to make informed, active choices about policies that affect their lives and to engage with their community in efforts for social change." (Quoting the Standing Senate Committee on Social Affairs, Science and Technology, 1993, pg. 2). They also noted that while the teachers in Canadian schools can teach students about how Canadian politics are structured, they are ill equipped to teach their students how to take a more active role in engaging with government structures (pg. 34). As a result, Canadian youth feel

powerless, do not see how they fit into the political structures as they exist, and are apathetic to political participation (MacKinnon et al., 2007, pg. 5).

In an attempt to ameliorate the decline in youth voting behavior, educational programs based on service learning were introduced to some Canadian high schools in the mid 1990's. These programs which were required for graduation, focused on introducing students to civic engagement experiences within their local communities with the intention that first hand exposure to issues of social justice would translate into deepened political engagement when these youth became adults (Cameron, 2010; Henderson, Brown, & Pancer, 2012; Henderson, Brown, Pancer, & Ellis-Hale, 2007). While research in other countries with active service learning programs demonstrate that participating in community service early in life leads to greater probability of continuing political engagement later in life (D. Hart, Donnelly, Youniss, & Atkins, 2007, pg. 213; Yates & Youniss, 1998, pg. 510), the lower contemporary turnout for Canadian elections suggests there is more work to be done.

In their report on the state of Canadian Civics education, Llewelyn et al. tried to understand what was being taught in schools and identify any changes that could be made to the curriculum in order to increase youth participation in the democratic process. They refer to Westheimer and Kahne's framework for teaching democracy that outlines their three types of citizens that can be developed depending on the pedagogy applied (Westheimer & Kahne, 2004; as it appears in Llewellyn & Canadian Policy Research Networks, 2007, pg. 6):

1. Personally responsible citizen – focus on acting responsible citizens, obeying laws, cleaning up the neighborhood, pays taxes, volunteers in times of crisis
Core assumption: citizens must be honest, law abiding and have good character
2. Participatory citizen – member of community organizations, knows how government agencies work, organizes community development initiatives
Core assumptions: Citizens must actively participate and take leadership positions within community structures
3. Social justice oriented citizen – able to critically assess social, political, and economic structures; can address areas of injustice; knows how to effect change
Core assumptions: citizens question, debate, and change systems that perpetuate injustice

While all facets of active citizenry are desirable for a working democracy, it can be surmised that the social justice oriented citizen that challenges the status quo and utilizes their knowledge to effect systemic change will be best equipped to address societal injustices. Westheimer and Kahne use an anecdote that is worth paraphrasing here: If there is a food drive, the *participatory citizens* are the ones organizing it, while the *personally responsible citizens* donate the food. The *social justice oriented citizens*, however, ask why there needs to be a food drive and act upon what they discover (Westheimer & Kahne, 2004, pg. 242).

In their research, Llewellyn et al. determined that the apolitical citizenry of Canadian youth has grown out of the way civics is taught in school, particularly due to curriculum guidelines and codes of conduct. They found that educators feel they are not equipped, nor do they have access to the resources they need to effectively teach students to apply critical analysis of systemic injustice (Llewellyn & Canadian Policy Research Networks, 2007, pg. 27). They noted that the mandatory civic engagement hours imposed on high school students in some provinces has only bred resentment from the students, and left the instructors questioning if it has any impact at all (pg. 13).

A growing body of research indicates that training youth to be active citizens (as is the goal of service learning) is not enough. Canadian service learning experiments over the last two decades that require youth to participate in community service for course credit have not demonstrated long term commitment to civic action. Others go on to point out that by focusing exclusively on social justice they are missing an integral point that equips younger generations with the means to challenge the status quo, *actively taking social action* (Prilleltensky, 2001, pg. 766). Prilleltensky insists that we need to go beyond promoting individual empowerment and nurturing compassion for the disadvantaged, and that societal structures cannot change without social action. Many youth today feel they are ill equipped to take on such tasks, admitting that they do not know how to affect change and wouldn't know where to begin (Llewellyn & Canadian Policy Research Networks, 2007, pg. 26;). Although youth express an understanding of the issues, have opinions and a need to tackle social justice issues, they do not feel they have the necessary skill sets to engage in such activities.

4.3.5 LIMITATIONS ON YOUTH POLITICAL PARTICIPATION

Researchers have found that youth do not participate at the ballot box for the following reasons:

- They do not feel they have voice
- They do not feel their interests matter to politicians
- They do not feel the political arena is the place to get things done
- They do not feel they have the knowledge to participate effectively

While the percentage of youth voting is historically low, other researchers explain they still participate in political actions by other means. According to O'Neill, youth actively engage in signing petitions, support boycotts and buy-cots, participate in demonstrations, and volunteer. The author contends that youth are not apathetic, but are sophisticated in other ways which has been demonstrated in their preference to join social movements and protest (O'Neill, 2007, pg. 11). Mackinnon states that youth are "quick to apply online tools and networks to mobilize socially and politically", and are "more wired, getting their news and information online and other alternative sources." (MacKinnon et al., 2007, pg 5). The consensus among researchers is that the more education an individual receives regardless by what means (media, family, school), the greater their likelihood to participate in some form of political activities (Howe, 2010). As the mission of RESULTS Canada includes empowering citizens with the advocacy skills to engage politically, incorporating opportunities to strengthen civic education directed at youth that fill in the gap may be an element to consider when developing the recruitment strategy.

4.4 Recruitment and Retention

The current economic environment has put many nonprofit organizations in increased competition for a limited supply of resources. Government cutbacks in funding, increased demand for services, and a limited supply of volunteers has contributed to a recent interest in how to best attract new volunteers to nonprofit organizations (Polonsky & Grau, 2011, pg. 126). On account of this increased competition to draw from the same pool of volunteers, as well as the changing nature of volunteering reviewed above (see 4.2.5.1) it is important for an organization to be informed of the strategies that exist in order to be effective at attracting new recruits and keeping them committed to the organization. Theories that pertain to recruitment and retention in the nonprofit sector will briefly be reviewed in order to further inform the development of an effective youth strategy for RESULTS Canada.

4.4.1 Recruitment

4.4.1.1 Internal Assessment

Similar to the motivational theories that describe why an individual may be motivated to volunteer as described above (see 4.2.4), it is important for an organization to understand its own motivations for needing volunteers. Wymer posits an approach that begins with the organization reflecting on its own needs and identifying what they want to accomplish by attracting new volunteers (Wymer & Starnes, 2001, pg. 67). An internal assessment will need to identify why the organization needs volunteers in order to provide the structure that will define the working environment, identify tasks and roles needing to be filled, and, if conducted thoroughly, contribute to the reduction in turnover. By identifying the tasks and roles needing to be filled, accurate job descriptions can be produced that will identify the skills required to fulfill them. From this point, Wymer proceeds to the necessity of understanding the motivations of potential volunteers that would fit the job description. As explored previously with the volunteer function inventory (VFI) (Clary et al., 1998) and the volunteer process model (VPM) (A. M. Omoto & Snyder, 1995), a number of antecedents exist that will determine an individual's motivation to initiate volunteering, whereas their decision to continue volunteering will be determined by whether or not their functional needs are being met, and how closely their volunteer activity matches their expectations (Grube & Piliavin, 2000, pg. 1116). The research reviewed above indicated that youth are motivated by *career* and *value* functions, and have expectations of skills training, using their knowledge, and having voice in the organization. It is important to note the addition of Wymer's own determinants of volunteering discovered through his research not previously covered by the other volunteer models of behavior:

- Personality – volunteers have personalities with higher levels of empathy and self esteem
- Self-esteem – volunteers that feel capable and have higher levels of self-worth
- Empathy – volunteers are cognizant of the misfortune of others
- Values – volunteers that feel their values match those of the organization will be more inclined to volunteer

In order to identify what an organization seeks in a volunteer on these dimensions, Wymer recommends assessing the current pool of volunteers and employees already involved with the organization (Wymer & Starnes, 2001, pg. 77). Wymer continues to add factors to his model that impact an individual's motivation to volunteer that include attitudes, life experiences, interpersonal experiences, and social norms, all of which should be assessed and identified to

some degree in the current pool of organizational members. With clarity on who is attracted to the organization, why they joined, why they stayed, as well as the identification of values they share with the organization, Wymer contends this internal assessment provides a strong starting point from which to craft the job description to be used for recruitment. The rationale of the internal assessment, according to Wymer, is that those that share the characteristics of the current volunteers are more likely to be drawn into recruitment. In the case of RESULTS Canada, a political dimension would also need to be explored, particularly as it pertains to current member's interests in advocacy or other political inclinations.

According to Wymer, the internal assessment brings into focus the need for the organization to develop a volunteer friendly environment where everyone is on the same page. This approach, while useful for internally establishing a volunteer supportive culture, caters to the needs of the organization. But what about when the organization is trying to attract a demographic or subgroup of new members that currently do not exist? From what we learned above, the needs of the volunteer also need to be considered.

4.4.1.2 External Assessment

As already reviewed, the Volunteer Function Inventory identified the psychological functions that motivate individuals to volunteer. Drawing on the author's conclusion, any recruitment effort should be tailored to match the needs of the potential recruits (Clary et al., 1998, pg. 1528). To meet this requirement, it is suggested that a target audience needs to be solicited to determine their motivations for volunteering, preferences for responsibilities, as well as their values in order to craft a strategic recruitment campaign. While it has traditionally been the needs of the organization that are the focus of recruitment campaigns, a growing number of researchers confirm and reiterate the importance of matching the message to the motivations of the volunteer (Briggs et al., 2010; Ewing, Govekar, Govekar, & Rishi, 2002; A. M. Omoto et al., 2010; Shields, 2009). This puts high importance on understanding the motivations, needs and expectations of the audience of potential recruits which will be considered further in the discussion.

4.4.1.3 Market Segmentation

Having identified the needs of the organization, and the needs of potential volunteers, the next step would be to draw from marketing strategies that have been successful in other domains. Shields (2009) provides an overview of market segmentation that targets youth for volunteering adopted from the research involving the preferences of adult volunteers by Callow (2004). The author recommends tailoring recruitment messages to match preferences of youth that include appealing to altruistic motivations such as social justice, as well as the potential for social experiences which ranked highest in her studies (Shields, 2009, pg. 148). Shields produced a series of survey questions based on humanitarian and social appeals that could be ranked in order of importance by a target market (Figure 3). By soliciting feedback from the target market, an organization could identify who they want to construct their appeals to using humanitarian/social motivations.

Figure 3. Shields' Humanitarian and Social Motivation Appeals for Youth Volunteers (adapted from Shields 2009)



If, for example, an organization wants volunteers to get involved in advocacy, they would then want to identify youth who value high humanitarian and social opportunities, which may be of particular importance to RESULTS Canada.

Conversely, Omoto and Snyder contend that volunteer recruitment targeting youth should focus on career motivations and opportunities for skills development (A. M. Omoto et al., 2010,). Determining which motivations drive a particular group of youth to volunteer and which of those motivations is most desirable will depend on the needs of the organization. Once the organization understands specifically what roles they need fulfilled and have surveyed their target audience, they can segment their message to ensure the highest rate of responses.

4.4.1.4 Tailoring the Message – Focus on the Volunteer

Once the internal assessment is complete, and a survey has been conducted from the target audience, an organization has to put this information toward creating appealing messages for a successful recruitment campaign. It is evident that while the organization itself has its own needs for volunteers it is equally important to have a deepened understanding of the motivations and needs of the segment group they hope to attract. As reviewed previously, Clary's VFI identified six functions that motivate volunteers: values (acting on important personal convictions), understanding (skill practice), protective (ego protection), career (work experience), enhancement (esteem), and social (interpersonal interaction) (Clary et al., 1998, 1994), with the addition of social justice, as suggested by Jiranek (2013). Each of these motivations can be worked into recruitment appeals depending on the desired target audience.

Table 2. Examples of How to Appeal to Functional Motivations

Functional Motivation	Example Appeal
Values (altruistic)	Promote the needs of the community
Understanding	Promote the teaching and application of new skills
Protective	Promote the inherent value of ‘giving back’
Career	Promote recognition, references for potential employers
Social	Promote teams of volunteers
Social Justice	Promote skills of advocacy and making a difference

Referencing work he had participated in with Govekar (2000), Ewing presents the ‘Volunteerism Concept’ which, opposite to the social norm perspective that emphasizes the needs of the organization, the needs of the volunteers need to be fully understood to have a successful campaign. “Nonprofits must be oriented toward satisfying volunteer’s needs to achieve complete success.” (Ewing et al., 2002, pg. 71). Ewing’s volunteer-centric model emphasizes the need for each recruitment message to include:

1. Position – responsibilities, expectations, required training
2. Information – description of rewards volunteers can expect
3. Time commitment – time of day, number of hours
4. Location – physical location and environment of activities taking place

An appeal that has each of these factors will answer all of a prospective volunteers’ primary queries, and if combined with a message that appeals to their ultimate motivation, will have a higher degree of successful recruitment. Unique from other recruitment recommendations, Ewing notes that each of these elements should be adjusted to suit another factor influencing an individual’s motive to volunteer – economic climate. According to Ewing, motivations to volunteer are more altruistic or other oriented in good economic climates (they want to help others), and more self-oriented during poor economic climates (they want skills training) (Ewing et al., 2002, pg. 69). He concludes by re-stating the importance of ‘knowing your market’ as well as the importance of keeping an eye on the economic factors that will affect potential volunteer’s motivations to participate.

4.4.1.5 Other Considerations That Effect Youth Recruitment

Recruitment for youth needs to focus on matching the volunteer opportunity to the benefits youth volunteers seek. As most volunteer for personal gain, it is important to highlight the personal advancement opportunities the volunteer activity might provide. Hustinx reports that youth are very selective in the organizations that they choose to volunteer for. They look for organizations that match their beliefs and that are familiar to them or highly regarded and visible in society (Hustinx et al., 2005, pg. 528) In her research, Shields found that youth also have a greater inclination to volunteer for organizations that are familiar to them (Shields, 2009, pg. 151). This,

she concludes, requires the nonprofit to first focus recruitment efforts on raising awareness for their brand, which can then be leveraged to build greater interest. According to Shields, getting the word out on your organization and what it does will help with recruitment efforts targeting youth in the long run.

A synthesis report produced by Hart and Brossard indicated youth are particularly interested in volunteering for organizations that benefit the less fortunate in their local communities, and that they want to see how their efforts make a difference (P. D. Hart & Brossard, 2002, pg. 37) . For an organization like RESULTS that focuses on international issues that take long periods of time to have a measurable impact upon, services may need to be adopted that benefit local communities in order to create opportunities that will attract youth.

Another consideration that has the potential to affect a successful youth recruitment campaign is the reluctance of the organization to adapt. According to a report commissioned by Volunteer Canada, organizations may be resistant to change and therefore have difficulty attracting youth (“Volunteer connections : new strategies for involving youth | Sector Source,” n.d.). They found that it may not be easy to change organizational habits or to change the organizational procedures and policies to create youth friendly volunteer opportunities and that there may be a tendency for established organizations to “extend existing volunteer positions to young people without taking the time and resources needed to craft something youth-specific.” (pg. 5).

4.4.2 Retention

4.4.2.1 Revisiting Motivations

After all the investment is expended in recruitment efforts, it is imperative for any organization to put equal focus into their retention plan. As with the need to first identify motivations when developing the recruitment strategy, researchers suggest there is a need for organizations to conduct periodic reassessments of volunteer motivations and levels of satisfaction (Ewing et al., 2002, pg. 75; Marta & Pozzi, 2008). By keeping attuned to the changing needs of volunteers, as recognized in the VPM and other life cycle research on volunteering (see 3.1.4), knowing whether your volunteers’ motivations or their intent to continue has shifted will enable volunteer managers to consider future planning and assess the future needs of the organization. Turnover can be lessened by paying attention to the volunteer’s initial and subsequent motivations as the volunteer experience moves forward.

Okun et al. (2003) confirms the need to stay on top of motivations for volunteering, as they note that *career* and *understanding* motivations decrease with age and experience, while *social* motivations have a tendency to increase (Okun & Schultz, 2003, pg. 238). If the strategy is to recruit youth by appealing to career or understanding related functions when they are in university, it would be important to have other means that appeal to social motivations for individuals once their initial motivations have been satisfied.

4.4.2.2 Revisiting Role Identity

Grube and Piliavin describe the importance of role identity in long term volunteers (Grube & Piliavin, 2000). As described above (see 4.2.5.2), the authors concluded that in order to increase the likelihood that a volunteer will stay committed to the organization, it is necessary for the new volunteers to immediately be absorbed into role specific activities which will strengthen the

psychological bond between the volunteer's perceived connection to the organization and lead to the development of a positive role identity (pg. 1116). While the existence of roles need to be available at the onset of recruitment, the individual's experience of volunteering needs to match their perceived expectations of the activity. This places the importance on the organization to provide accurate descriptions of volunteer opportunities so as to avoid any potential misalignment in the volunteers' expectation of the activity, and to ensure the volunteers needs are continually met in order to contribute to a positive role development.

As Houle noted, volunteers gravitate toward tasks that match their initial motivations to volunteer (Houle et al., 2005, pg. 343). If those tasks do not exist, they will have a negative volunteering experience. For organizations it would again be beneficial to ensure all the benefits of the volunteering experience are highlighted in the recruitment appeals as well as ensuring the tasks they intend to assign to potential volunteers are matched with an individual's motivations. This suggests that an organization needs to be aware of what tasks they need fulfilled (internal assessment), and what motivated each volunteer to join the organization (external assessment) as well as the changing needs of the individual as they move through the volunteer process.

4.4.2.3 Benefits and Rewards for Youth Volunteers

With over 44% of Canadians over the age of 15 volunteering, the beneficial impact on communities is immense. According to Volunteer Canada ("Volunteer Canada," n.d.), volunteering has numerous benefits that includes building resilient communities, improving the lives of those that receive the service, as well as skills development and health benefits for the volunteer. As many organizations understand the need to recruit youth, retention strategies go beyond ensuring their needs are met.

Apathy is Boring is an organization that uses art and technology to educate youth on democracy ("Home Page," n.d.) In an interview with the executive director, Caro Loutfi, she explained that face to face interaction is the goal of the organization that is organized and run by civically engaged youth. One tactic they use to increase volunteer interest is to provide their current volunteers with tickets to local concerts and events where they can make their presence known and solicit and engage their target demographic (Interview conversation, March 2015). To conclude, Caro stressed the importance of going where your target demographic goes. In essence, their approach to youth recruitment is incentivized by providing volunteers with access to cultural events they already have an interest in attending. The benefits are built into the volunteer activity.

Other researchers have addressed monetary incentives for youth volunteers and found that financial compensation erodes the image youth may want to project of selflessness and a desire to help others (Carpenter & Myers, 2010, pg. 919). Skills development, and references for resume building are the highest rated benefits according to Omoto and Snyder (1995, pg. 681), however, Briggs contends me-oriented motives pay small dividends for the organization, and appealing to and rewarding other-oriented motives sustains longer term volunteering (Briggs et al., 2010, pg. 73). The rewards associated with other-oriented motives would include feedback on the impact the volunteer has had which intrinsically rewards the individual contributing to sustained volunteering behaviors and a deepened investment in the community.

While much of the literature suggests that benefits of volunteering have to match an individual's motivations, Willems found that a decreasing fulfillment of a volunteers' needs does not actually

affect their decision to leave an organization. The majority of volunteers that quit do so on account of contextual factors such as their relationship with the organization, other volunteers, or life events (Willems et al., 2012, pg. 886). Maintaining a good rapport with all volunteers is just good organizational practice.

5.0 Discussion and Analysis

5.1 Summary of Findings

The activities of RESULTS citizen advocates encompass elements of both civic and political engagement and it is often difficult to differentiate or separate the two. In the case of RESULTS activities, civic actions include their commitment to volunteer their time and devote their energies to learning about the myriad issues that contribute to and sustain extreme poverty, participating in fundraising initiatives that financially support the organization, and awareness raising opportunities that strive to expand membership such as through the staffing of information booths at various events. Politically they are engaged when members collectively apply their knowledge through coordinated efforts using the tools of advocacy to create the political will required to affect policy around issues of extreme poverty by informing their elected representatives and Canadian society as a whole. Similar to the model found in many Canadian and international nonprofit advocacy-focused organizations (e.g.: Amnesty International, 350.org), the attributes of being a RESULTS citizen advocate are numerous, each having the potential to appeal to individual members for different reasons. With the growing attrition of senior RESULTS Canada members, the objective of this report was to identify how to best attract new volunteers, specifically youth, to the organization.

The following is a summary list of the issues RESULTS Canada is in need of addressing:

- Expanding awareness for RESULTS Canada
- Increasing membership to address attrition
- Increasing public awareness for issues of extreme poverty
- Increasing the number of citizen activists working on campaigns
- Providing new opportunities for existing base of RESULTS citizen activists
- Developing new roles and opportunities to attract new youth members.

Research suggests that when contemplating the development of a recruitment campaign, organizations should begin by looking inward (Wymer, 2008, pg. 67). The idea is that by first conducting an organizational assessment of the current membership, characteristics and preferences that typify current participants can be identified providing an understanding of who is attracted to the organization in the first place. This can then be used to develop recruitment campaigns that target prospects with similar interests and preferences. Bsted and Jama (2014) conducted an assessment of current RESULTS members at the National Conference in November of 2013. They identified the following list of characteristics salient to RESULTS citizen advocates:

- Highly educated
- Young professionals or retirees
- Volunteer 5-10 hours/month (no data on whether this activity is exclusive to RESULTS)
- Prefer meaningful engagement with tangible results
- Appreciate learning and personal growth

By following Wymer's framework for recruitment, it can be surmised that potential volunteers would share these characteristics. With an acknowledged awareness for the need of further

study and the development of a new youth focused staff position at the Ottawa office, RESULTS Canada has begun the groundwork to identify how to apply this information to attract youth.

5.1.1 Statistical Opportunities

Statistically there is a substantial pool of youth volunteers in the Canadian market that RESULTS can draw from. Statistics Canada reports that 66% of Canadian youth aged 15-19 are the largest demographic of volunteers whether on account of mandated conditions for school graduation, the desire to develop new skills to increase employment opportunities, or simply to increase one's social circle (see 4.2.2). While there may be an inherent limitation to meeting organisational needs by targeting this cohort (in that the majority of this age bracket do not have voting rights), they offer a great audience to begin raising awareness for the organisation itself. Subsequent cohorts between the ages of 20-34 have just slightly more than 40% engaged in volunteering which can be viewed as an obstacle if RESULTS Canada wants to target this demographic, or it can be viewed as a challenge to create volunteer opportunities that will draw more of this demographic into the fold. Either way, RESULTS Canada is correct in identifying the youth market as a great place to expand the organisation. Canadian youth are the volunteers of tomorrow, and it is imperative to have their voice at the table. With a limited history focusing on youth and new resources devoted to this endeavour, RESULTS Canada is well positioned to engage this opportunity.

RESULTS Canada is essentially an education and advocacy organisation. It spends time educating its membership on issues affecting those living in extreme poverty, as well as the advocacy skills required to engage and challenge elected representatives on issues important to them. By focusing on what RESULTS Canada is good at, it would be beneficial to begin laying the groundwork for an adaptation of their model that can be applied in a youth environment.

As we learned above in the political engagement section of the literature review (see 4.3) the state of Canadian civics learning has contributed to a generation that are disengaged with politics, feel apathetic toward using the political system to affect change, and have limited belief that they possess the necessary skill set or general knowledge in how to participate effectively (Llewellyn & Canadian Policy Research Networks, 2007, pg. 26). Researchers contend that educators lack the resources to effectively teach students how to critically analyze systemic injustice (Llewellyn & Canadian Policy Research Networks, 2007, pg. 27), and that service learning courses need to go beyond promoting individual empowerment and nurturing compassion for the disadvantaged (Prilleltensky, 2001, pg. 750). They also remind readers that youth are politically engaged by other means, participating in non-traditional forms of political actions such as signing petitions, or participating in demonstrations and volunteering (O'Neill, 2007, pg. 11). They are also quick to mobilise socially and politically taking advantage of technological tools and online networks (MacKinnon et al., 2007, pg. 5), and have an understanding of issues of social injustice matched by a desire to do something about it, they just do not feel they know how.

To reiterate some of the poignant findings from the literature review:

- Youth aged 15-19 are the most active volunteer demographic
- Youth aged 20-34 are among the lowest in number of active volunteers, with university students ranking the highest participation rate for this age bracket
- Waning political knowledge of Canadian youth – decline in political education

- Ascendency of individualism and the decline of ‘community’
- The Canadian education system is not equipped to deal with political discourse
- Need to move from individual empowerment toward actively taking social action
- Youth lack necessary skill sets to engage in processes that effect political policy

It would seem that with the ready willingness of youth to participate in volunteering and the decline in political knowledge, specifically how to participate effectively, this presents a fertile opportunity for RESULTS Canada to consider expanding their role to fill in the education gap and focus on developing education outreach modules that can be introduced as an aid to educators in schools across the country. By making use of this opportunity, RESULTS Canada can position itself as an advocacy organisation that seeks to strengthen civic education while simultaneously raising awareness for the issues of extreme poverty, increasing the number of participants involved in their campaigns, and increasing recognition for the organisation itself. This work has already been started with the establishment of relationships with high schools that have introduced an international curriculum beginning in the fall of 2016, as well as with the relationships established with university student centres and student union offices across the country. These can be the pilot environments to design and test RESULTS led education courses. While this is an avenue to consider developing, it is limited in addressing RESULTS ultimate need of increasing organisational membership with youth volunteers.

5.1.2 Considerations for Youth Volunteer Expansion

Many authors present the need to consider motives for volunteering and have developed a number of workable theories for identifying the motivations of volunteers in various demographics (see 4.2.4). They have demonstrated that despite the general perception that volunteering is comprised of outwardly altruistic behaviours, there are a number of intrinsic motivations of a personal nature that are being satisfied through the act itself (Ballard, 2014; Briggs et al., 2010; Clary & Snyder, 1999; A. M. Omoto & Snyder, 1995) Youth, for example, have been shown to rank career and social functional motivations the highest, which are inherently me-oriented as volunteering is primarily conducted in this demographic to satisfy the egoistic needs of the volunteer, such as to improve one’s resume, or to make new friends. Rather than placing the needs of the organization first, Ewing et al. (2002) suggest that the success of recruitment initiatives is far more likely if the organization first considers the needs of the volunteers they are hoping to attract (pg. 70). What the authors refer to as the ‘volunteerism concept’ implies that “Nonprofits must be oriented toward satisfying the needs of the volunteers if they want complete success” (Ewing et al., 2002, pg. 71). It is a concept that needs to be understood by RESULTS Canada and implemented at the start of any further recruitment campaigns.

While it would be beneficial for RESULTS Canada to survey its target demographic to find out firsthand what they want out of a volunteer experience, we know from the literature that there are a number of functional motivations and preferences of youth that if met by recruitment appeals, will increase the probability of their participation. Based on the literature that identified the elements of volunteering that appeal to youth, the factors in the volunteering process that impact a volunteer’s decision to continue, and the expected benefits of participating in a volunteer capacity, it is important to recognize what needs to be incorporated into a new youth outreach program. Consider the following summaries followed by a graphical representation of some of

the processes that affect an individual's decisions to initially volunteer, and to stay with the organization (Figure 4).

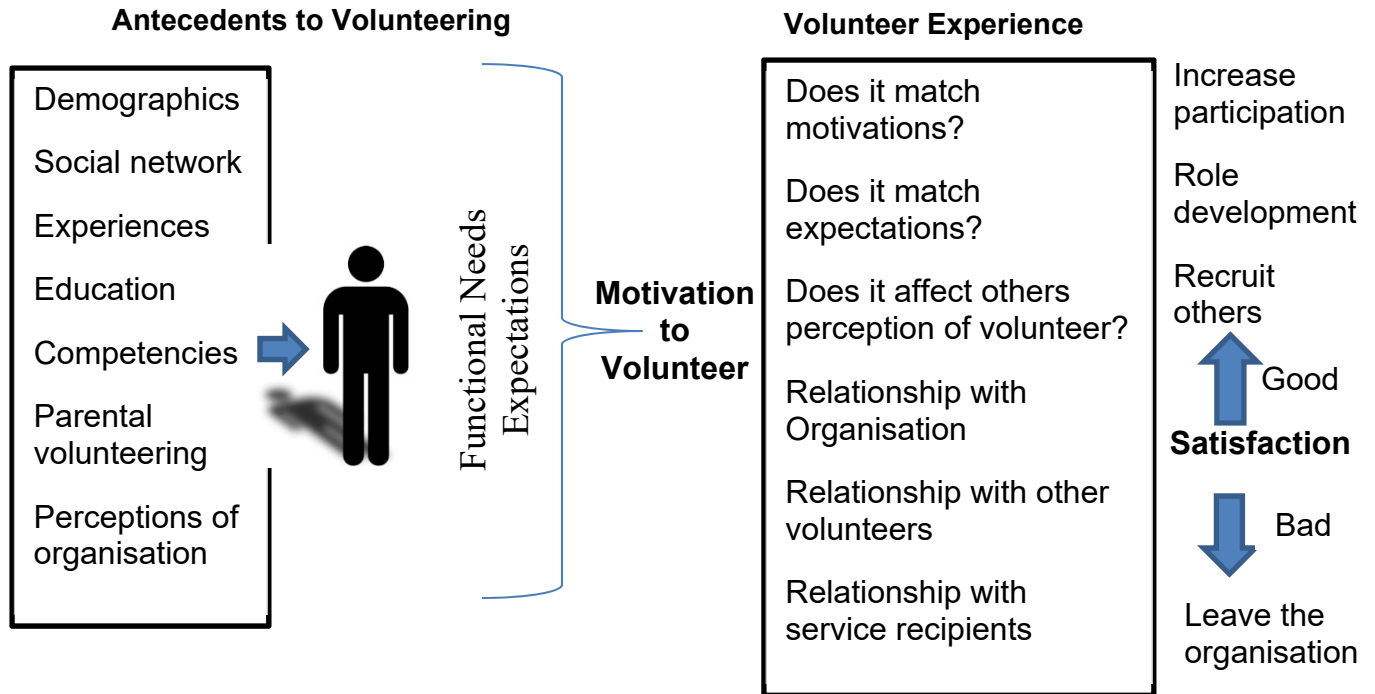
Elements of volunteering activities that have been shown to be preferred by youth (in no particular order):

- Short time commitment or projects that have a limited time horizon
- Local community impact
- Services that benefit other youth, or involve working with children
- Skills development
- Access to mentorship opportunities
- Globally focused
- Part of a team, or an opportunity to volunteer in social setting
- Opportunities to have voice with resonance
- Opportunities to advance career (references)
- Opportunities to use existing skill set, or activity aligned with their major/minor of study
- Ease of access to the volunteer activity

Factors affecting longevity of volunteering service:

- Existence of antecedent motivations and their effect on satisfaction of volunteer activity
- Existence of tasks that match initial motivations to volunteer
- Existence of roles that contribute to stronger bonds to an organization
- Prestige and public perception of the organization
- Appeals to values and attitudes that are 'Other-oriented', rather than 'me-oriented'
- Volunteers relationships to members of the organization

Figure 4. Examples of Elements in the Volunteer Process



It is clear there are a number of organizational, societal and individual characteristics of potential volunteers that need to be considered when developing a recruitment strategy as well as for retention. Since Bested and Jama’s report in early 2014, earnest attempts have been made to introduce RESULTS to younger audiences and to bring new youth members into the fold. With the subsequent establishment of the Youth Mobilization Officer (YMO) RESULTS Canada has indicated there is a true desire within the organization to focus on this demographic, however, there have been a number of impediments resulting from the methods they are using today.

5.1.3 Recent Recruitment Campaigns

Thus far, the focus has been on creating a network of university based contacts that could be leveraged to assist in the establishment of youth managed university chapters of RESULTS. Posting advertisements through the clients existing network in effort to attract globally minded youth that would be willing to initiate and nurture the development of a university based chapter for RESULTS Canada has thus far, produced negligible results (Private discussion with Erica Richter). With this approach, the appeals for recruitment were cast wide and were not guaranteed to hit the mark. The job description, which required the volunteer to establish a chapter and fill it with other students, may have been too daunting for even the most enthusiastic volunteer. In a conversation with the previous YMO, we discussed the reality of what has taken place and what it might look like for university chapters in a post hoc attempt to understand why so few university chapters had taken root. If the youth led chapters were to adopt the model of the RESULTS Education and Action (E&A) meetings (see 3.4), we concluded (based on feedback from existing regional chapters that are dealing with their own retention issues) that how the youth members would spend their meetings lacked clarity as the material provided to support an E&A typically does not take that long to go through, can be quite dry, and is readily available online which eliminates the need to meet in person other than for social gratification.

Adding to the limitations of the E&A model it was noted that there were limited roles that need to be fulfilled, (although this is now being addressed) and nothing to really tie recruits to the organisation on account of a general lack of clarity for expectations. The approach of transposing the existing RESULTS model into the university realm was not youth friendly, it was not interesting enough to keep them committed, nor did it have tangible short term results that would offer some gratification to volunteers. The cycle of university education also presents a problem for keeping a university based chapter alive as every four years they are faced with the probability that there will not be subsequent interest to take on organising meetings or leadership responsibilities which requires constant maintenance and support from head office. In its current capacity, establishing a RESULTS chapter on a university campus and trying to attract new members to keep it sustainable and interesting enough to keep members motivated to come back does not look to be a realistic expectation. It is clear that this recent approach focused on the needs of the organisation.

5.1.4 Innovations Revisited

As described in section 3.5, new developments and online extensions of RESULTS E&A meetings, such as #Voices4RESULTS offer new youth friendly avenues for participation. Capitalising on technological tools that extend the reach of the organisation are an important step in appealing to a generation that gets its news and information online. Thus far the turnout for the online meetings have fluctuated in terms of attendance, which suggests there is a need to raise awareness for its existence and is a necessary consideration to be incorporated into a recruitment plan. Other recent developments that are laying the groundwork for a youth friendly organisation involve the development of volunteer roles that are designed to appeal to youth. Plans are in the process of trying to determine how to best capture the attention of desirable volunteers at the start of the university semester this September, 2016. In addition to these opportunities, below is a proposal for a possible role that can be added to the offerings that incorporates all of the findings discussed in the literature review as well as meeting the needs of the organisation listed above.

5.2 The Youth Education and Advocacy Officer Program

The Youth Education and Advocacy Officer Program (YEAOP) is an opportunity to meet all of the organizational needs of RESULTS Canada that includes meeting its mandate of ending extreme poverty, growing the organization, and empowering youth. By carefully identifying and recruiting candidates for the YEAOP, RESULTS can create a youth led arm of the organization that will create young leaders, contribute to the educational development of Canadian high school students, raise awareness for RESULTS, and contribute to the strengthening of democratic principles and responsibility among Canadian youth.

5.2.1 Overview

The YEAOP will focus on the recruitment of university students that are up to the challenge of learning about the issues of extreme poverty, learning new skills of how to address social injustice, and transferring that knowledge to younger generations. The YEAOP volunteer positions will require the new recruits to participate in an orientation and Advocacy 101 training delivered by RESULTS Ottawa staff with a focus on the fundamental tools that have been successfully utilized by RESULTS Canada for the last 30 years. They will get assistance with developing youth friendly information sessions they will then use to impart knowledge onto other students who they will be teaching in a classroom setting at local high schools throughout

the university calendar year. The YEAOP participants will be going into pre-solicited high schools to do presentations on the relevant issues that contribute to global extreme poverty. Each lesson they bring to the schools will be matched with the monthly advocacy mission of RESULTS Canada to remain relevant to the cause of the larger organizational goals. The YEAOP participants will raise awareness for an issue, then teach a particular advocacy skill that the high school students will then act upon in the classroom. YEAOP participants will be responsible for delivering 4 classes over the course of the year – October, November, February, and March – in accordance with their personal schedules.

The Youth Education and Advocacy Officers (YEAOP) will be matched with volunteer mentors from local RESULTS chapters, or virtually online in absence of such a chapter. The mentors will be responsible for ensuring the YEAOP's are confident, capable, and well prepared for each lesson to be delivered. They will provide support and feedback further developing the skills of the YEAOP's as they move through each semester.

Within this framework, RESULTS Canada is able to raise awareness for the issues it is concerned with, increase recognition for the organization, expand into the youth market, add hundreds of voices to its campaigns, and contribute to the relieving of political educational deficits in the Canadian education system. An added benefit of sending university students that want the experience into high schools hungry for new approaches to education, is that RESULTS will be tapping into the demographic with the highest proclivities for volunteering which may contribute to spillover effects that benefit the organization in the future. University volunteers that are accepted into the YEAOP will develop new skills pertaining to political advocacy and teaching experience, use existing skills, have the opportunity to work with other youths, have voice in the development of the program, be exposed to mentorship and networking opportunities, see tangible results of their contribution, and participate in a program with limited time commitments that accommodates their schedule. Through the participation of this program, they will develop new competencies, confidence, and comradery and become members and leaders of a new community of youth espousing the tenants of RESULTS Canada. Existing volunteers, on the other hand, will have an opportunity to mentor new youth volunteers, participate in the development of the program, and increase the responsibility of their role within the organization so far as they are inclined.

By turning attention to meeting the needs of potential volunteers, it is possible to develop opportunities that can benefit all stakeholders. The YEAOP is just an example of one such program that could be developed with existing resources and minimal investment. The benefits of such a program, however, are multifaceted and have the potential to affect many levels including individually through new possibilities that expand their skills, knowledge, and social base; organizationally by developing brand awareness and the potential to attract future volunteers; societally through educating youth on how to take social action and participate politically; and globally by adding voices toward the goal of putting an end to extreme poverty. With such benefits in mind, it is worth exploring how RESULTS Canada could start such a program, a consideration we will turn to next in the recommendation section.

6.0 Recommendations

“Preparing youth for active citizenship requires the collaboration of educational institutions, governments, political parties, politicians, families, the community sector and youth themselves. But this is not about simply transferring knowledge from one generation to another – rather, it is about embracing youth as co-creators and partners in renewing civil and democratic life in Canada”. -- Mary MacKinnon, *Charting the Course for Youth Civic and Political Participation*, 2007, pg. iv)

It would be unfortunate to ignore the evidence that demonstrates the societal, organizational, and individual benefits of youth involvement in volunteering, however, RESULTS Canada is facing difficulty in engaging this highly desirable demographic. In the background section of this report, a review of the efforts conducted over the last year on youth outreach initiatives demonstrated current attempts have been less than fruitful (see 3.6). University campus chapters have not been established to the degree required to be considered a solid success. Participants in the Advocacy 101 workshops have all but disappeared, and even the youth that went through the application process to become volunteers have been out of contact ever since. The reasons as to why past youth participants decide not to return needs to be investigated to determine whether it is a general lack of interest in the organization, the lack of immediate tangible outcomes, the lack of an appealing social environment, the intimidation of expectation or responsibilities, or a general dislike of the RESULTS model that leads to the decision not to continue. The research suggests youth prefer social, potentially career enhancing opportunities through tasks with tangible, short term outcomes. Despite the limitations of the RESULTS Canada model and the lack of elements that could be reduced to tasks suitable for youth volunteers that would meet organizational goals as well as providing youth members with something of value, it would be feckless to ignore the opportunity. Below I lay out the steps required to introduce a new volunteer opportunity that incorporates all of the key points presented in the research.

Recommendation - Develop a Strategic Plan for Youth Engagement

Step 1. Conduct an updated internal assessment of existing members

Wymer presented the first step toward developing a volunteer recruitment campaign requires inward reflection (Wymer & Starnes, 2001). Bested and Jama (2014) laid the groundwork toward synthesizing an internal assessment as the starting point for a strategic recruitment campaign. If the resources exist, it would be beneficial to conduct the questionnaire again on account of the temporal loss in integrity of the results, the addition of new members to RESULTS Canada, and the recommendation from the research that motivations of existing members should be regularly reviewed (Ewing et al., 2002, pg. 75). This survey could be re-issued through a survey monkey to all existing members of RESULTS Canada with adaptations to incorporate questions pertaining to member’s political proclivities, to measure their expectations of participating with RESULTS versus the reality of the experience, the level of interest in expanding the scope of RESULTS campaigns, and level of interest in taking on new roles such as mentoring. Prefaced with an announcement via the monthly national call, a leadership update email from Erika and a link posted on the national website or Facebook page,

existing citizen advocates should be informed as to the importance of the assessment to encourage participation. It can then be sent out via Googlegroups list serve. Once collected, the data can be synthesized and used to inform organizational development strategies.

Step 2. Develop a youth focused external assessment

As the majority of research acknowledges the need to identify the needs of potential volunteers, a country wide survey should be produced in time for the fall university semester to solicit feedback to be used in the recruitment campaign. A simplified short survey monkey should be emailed to existing contacts at university campuses with the explicit request to forward it on to students. If contacts do not exist, it would be wise to reach out to school administrators at universities with active service learning components or student union offices. Should this prove too difficult, or should there be limitations on the number of contacts that currently exist, it may be sufficient for the current youth mobilization officer (YMO) to survey students in person at local colleges and universities during the first couple of weeks of the fall semester. Face to face contact would be ideal, and if the opportunity is available to book a table at the information fair held on most campuses during orientation week, this should also be considered as it puts a face on the organization, and is an excellent opportunity to be present among the target demographic. Additionally, should the budget allow, paid advertising on social media networks would be another avenue to consider as they have proven quite resourceful for other researchers.

On account of the short amount of time available before the fall semester, a quick survey may suffice for this year's recruitment campaign to clarify whether the new roles being developed meet the base needs of prospective volunteers. In time, contacts can be built through outreach by the YMO, as well as through the solicitation of existing volunteers. It is imperative to have a deepened understanding of the target audience, and the best way to do this is to engage them where they are.

Another option would be to leverage existing organizations that have partnered with RESULTS Canada that already have a vast network of youth volunteers. Developing a tool that surveys their existing base may be desirable for all stakeholders where the relationship is strong and both parties are willing to freely share information. Make Poverty History might be a good place to start as previous and current members of RESULTS Canada are actively involved in the steering committee. Another consideration would be to approach Oxfam Canada, the organization RESULTS Canada shares an office with, or to approach other international chapters of the RESULTS family. The importance of reaching out to the target audience is repeatedly advised throughout the literature. It is imperative that RESULTS take whatever course of action it can to solicit this much needed feedback.

Step 3. Identify tasks and roles needing to be fulfilled

With the feedback from the internal and external assessment, the needs of the target demographic should be clear. This will set the stage for informing the development of specific volunteer opportunities that would be most attractive to potential youth volunteers. Identifying tasks that are youth friendly and that have been shown in the literature to meet the needs of youth can be validated by the information returned in the assessments. This will enable RESULTS to tailor the recruitment appeals to the motivations of youth for positions within the organization that align with its mission.

On account of the limited time horizon between the submission of this report and the need to initiate a recruitment campaign at the beginning of the fall semester, the Youth Education and Advocacy Officer Program will subsequently be used as an example of what the implementation of a recruitment campaign would entail.

Step 4. Develop the recruitment campaign

The YEAOP described above takes advantage of the cyclical nature of university semesters. Without having to establish chapters on campuses that require effort to fill with volunteers and maintain, the YEAOP can start with modest goals that can easily be implemented on campuses across the country. For example, by setting targets for 1-2 recruits at a few universities where connections to staff or students unions already exist, a manageable number of volunteers would be easier to monitor in a pilot program and the perceived exclusivity of the position will add value to the role. This will require RESULTS to have to advertise the positions through trusted contacts at universities in which they already have attempted other approaches. In preparation for the recruitment phase, there are a number of elements that must be completed by the staff in Ottawa.

The Ottawa office will be responsible for the following:

- a. Identification and outreach to local high schools that may be willing to host a RESULTS Advocacy Class – this could be informed, for example, through the input of local chapters that could supply a list of contacts of friends they may have in the teaching profession. A list could also be produced based on information solicited from provincial education ministries all of which have websites and pertinent contact information, or even from hired YEAO's that have their own network family, friends, or contact with their old high school.
 - The outreach would require an invitation letter explaining what the goals of the advocacy training are, how it will benefit the students, who will be responsible for what tasks, the time required, expectations, and how it will be monitored. It would be wise to also include a link to the RESULTS Canada website that could provide further information, resources, and a contact for further inquiry along with a template letter for educators that want to express interest in hosting.
- b. Advocacy training - Learning materials designed to train the YEAO volunteers on the issues of extreme poverty, and advocacy skills (Advocacy 101)
 - These resources should already exist in some form, but should be tailored to be learning modules that can be completed online, or set up for a group learning session hosted by a RESULTS staff member.
 - Note: This will require the further development of a library of youth focused resource materials that can be first used to train YEAO's, who in turn can use the relevant materials to teach their high school classes
- c. Youth focused RESULTS Education and Action Lesson plans. Templates for class instruction to be used by the YEAO's that focus on raising awareness for the issues RESULTS advocates on behalf of. They need to be clear, concise, and youth oriented

with relevant media sources to accentuate the high school advocacy classes. Not to take away from the autonomy of the YEAO's, these resources should be used as a starting point to allow participants to develop their own unique lessons.

- d. Support for scheduling YEAO commitments:
 - coordinating the training of the YEAO's, with validation of their progress from their local chapter mentor or Ottawa staff
 - Confirming bookings between YEAO's and local high school advocacy classes, or establishing a system that allows contact between the YEAO and a contact at the local high school.
- e. The development of a various contracts and progress reports:
 - A commitment contract between RESULTS Canada and the hired student volunteer
 - A commitment contract between RESULTS Canada and the high schools
 - Feedback form from educators that host the RESULTS volunteer
 - Feedback form from the local RESULTS mentors that are assisting the youth volunteers
- f. Recruitment: expanding upon the existing marketing efforts of RESULTS with a targeted outreach model that focuses on key elements relevant to the type of volunteer they want to have as a member in the YEOAP (see step 5 below)
- g. References and Rewards -- with input from local chapter mentors regarding the progress and successful development of the YEOAP participants, office staff would have to be responsible for references that could be used on a resume, or perhaps a graduation certificate on advocacy training.

Step 5. Recruitment: Tailoring the appeals

Aligning the job descriptions to appeal to the motivations of the type of youth volunteer you want to attract. The postings should be clear and informative and should include the following elements:

- a. Position – responsibilities, expectations, required training, how many are available
- b. Information – description of benefits and rewards volunteers can expect
- c. Time commitment – time of day, number of hours
- d. Location – physical location and environment of activities taking place

Example recruitment ad:

“RESULTS Canada is looking to recruit Youth Advocacy Education Officers (YEAO) to participate in a new program that brings practical advocacy training to students across Canada in the battle to end extreme poverty. The YAEO will be responsible for teaching high school students about the issues that contribute to living in extreme poverty as well as the necessary advocacy skills required to make a difference. Each YAEO will be provided the training and resources required to teach 4 classes at local high schools over the course of the academic year.

A mentorship program comprised of senior RESULTS Canada Citizen Advocates will provide ongoing support, feedback and an incredible repertoire of skills development. Apply now to be part of our growing community, develop your skills and become a leader in advocacy and truly make a significant difference in the world!”

The appeal should end with contact information and a website that allows the volunteer to get further information and apply for the position. The application should already exist based on previous recruitment appeals, but can be tailored to include questions that indicate the personality type of the applicant, their experience teaching, their level of interest in extreme poverty or advocacy, etcetera.

In order to effectively integrate the new volunteers into the RESULTS membership, there should be minimum set of conditions that should be presented to create positive expectations and mutual understanding of not only what the role entails, but the expectations of the organization as well. The conditions for YEAO’s should include:

1. The commitment of teaching a minimum number of RESULTS Advocacy classes – 2 per semester.
2. A minimum mandatory attendance at RESULTS meetings in their local area, perhaps 3 per semester.

In terms of time commitment, this totals 10 hours per semester of actual participation (2 X 1 hour classes, 3 X 2 hour E&A meetings), however, there will be significant time required to learn about the issues of extreme poverty, to learn and practice with the skills of advocacy, and to prepare for teaching the RESULTS Advocacy classes. These time requirements will be based on individual’s previous knowledge and experience with the material, however the development of their understanding and skills training can, for the most part, be done at their own pace with access to local mentors should they need further assistance or instruction. These requirements should be articulated on an application form as a minimum standard for participation in the YEAO Program.

Not only will the development of the YEOA Program expand RESULTS Canada’s youth participation, it will also strengthen local chapters with the creation of new roles and opportunities for mentorship. As Grube and Piliavin acknowledge the existence of roles within a volunteer led organization is essential for satisfaction for its membership (Grube & Piliavin, 2000, pg. 1116). People enjoy imparting knowledge onto others and sharing their expertise. Creating this mentorship role could further strengthen an existing RESULTS members resolve and further increase their participation in the organization if things run smoothly.

Step 6. Identify where to post the appeals

Again making use of existing contacts at universities, it would seem important to make use of these networks. As the role of the volunteer will incorporate educating others, it may be feasible to approach the Education faculties at local universities for permission to post the ads, as well as to inquire as to whether this program could be applied to a student’s classroom community service requirements. Another benefit of recruiting future educators, is that the impact of the program on the individual has the potential to lead to future integration into their own personal methods of teaching, the effects of which could be long reaching. Research by Moore found that

students enrolled in education programs, business, biological sciences, and social science programs were the most likely to volunteer, more so than students registered in humanities or arts programs (Moore, Warta, & Erichsen, 2014)

Step 7. Implement the plan, monitor the outcome, and make adjustments where needed.

RESULTS Canada is well positioned to become a leader in youth civic engagement initiatives so long as they focus on catering to the needs of the youth demographic. As it has been observed in the literature, youth have an understanding of social justice and the desire to participate, but lack the confidence and skills to turn their concerns into social action (MacKinnon et al., 2007, pg 10). If RESULTS focused on developing youth education programs that catered to the educational development initiatives pertinent to youth, they could go beyond empowering individuals with skills of advocacy, and could turn younger generations into active Canadian citizens by being the organization that exposes them at a young age. Building on the current work that has established relationships with high schools that are adding international components to their curriculum, is an opportunity that is already being capitalized on by the Ottawa staff. By acknowledging the existing limitations of public school policies that may limit external interaction with advocacy groups, RESULTS may want to consider private schools that may offer greater ease of access once the RESULTS youth curriculum is fully developed. By developing programs for high school students and youth centered volunteer positions within the existing framework of RESULTS Canada, an opportunity will be created to expand the awareness of the work RESULTS does, engage legions of skills hungry youth, and create the youth contingent of volunteers they so desire.

7.0 Conclusion

Despite three decades of successful advocacy on behalf of the world's poorest, many of RESULTS Canada's senior volunteers are reducing their responsibilities and leaving the organization. RESULTS Canada has identified the need to develop a sound recruitment and retention strategy to attract new volunteers in order to remain sustainable and relevant in the future. Building upon an internal report that recommended strengthening brand awareness and the need to develop a youth targeted outreach strategy, this report sought to identify the successful strategies and practices that could be used to develop a youth focused recruitment and retention strategy to be implemented by RESULTS Canada.

The majority of the findings were drawn from the literature review which covered the psychological motivations and dispositions that attract youth to volunteer organizations. Using theoretical models such as the Volunteer Process Model and the Volunteer Function Inventory, an opportunity was identified that would capitalize on the body of research that recommends matching a recruitment campaign to the targeted audience's motivations, and developing tasks that would contribute to a volunteer's desire to remain as a volunteer with RESULTS Canada. In order to meet the desire of the organization and its mandate to capture more of the youth market, a new program has been outlined that will meet the needs and motivations of individuals, cater to the expansion and public awareness of RESULTS Canada, and potentially lead to the development of a youth led entity of RESULTS volunteer educators across the country.

On account of the existence of established Canadian nonprofits that utilize youth volunteers, future research should consider a broad scan of the current environment in effort to develop a smart practice for recruiting and retaining youth volunteers as it would hold significant value for organizations looking to develop or reinvigorate their youth volunteer programs. With the numerous benefits both on a societal level and that of the individual, it would seem developing a comprehensive framework based on the techniques that have been successful for other Canadian organizations large and small, coupled with the ever growing expanse of empirical research focused on youth civic engagement, the smart practices would contribute significantly to not only the social development organizations working to benefit Canadians, but to the benefit of Canadian society itself. Future research should seek the input from voices in the field, and from current and past youth volunteers involved in education and advocacy.

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Appendices

Appendix 1: Unstructured Interview Tool

Background Clarification:

Organizational questions – type, purpose, volunteer vs. staff,

According to O’Neill (2007) *“Political participation is generally defined to involve the “formal arena of politics: political parties, elections, interest groups, social movements and protest behavior. Civic participation, on the other hand, extends to include participation in community activities, normally those designed to bring about some social good (often in the form of a policy change or program implementation) as well as social organizations*

1. In terms of the definitions described, what is the nature of your organization? (*one or the other, or a blend of both*)
2. Is your organization primarily staffed, or volunteer based and how would you describe the ratio?
3. How do you define the work your volunteers/advocates are engaged in versus that of salaried staff members?
4. Is your organization focused on local or global issues, and if it is global, do you include any local initiatives that engage volunteers/advocates? (only if my understanding of the organization needs clarification)
5. Is there an active Volunteer/Advocate Policy in place at your organization? If so, is it made available to volunteers/advocates?

Demographics and characteristics

Statistics Canada uses a scale that segments youth age groups from 15-24 and 25-34. For the purpose of this study we will be including both groups, however, please feel free to indicate one or the other in your answers if you feel there is a notable difference between these two segments.

1. What is the age span of your volunteers/citizen advocates?
2. Does one age group fit in better with your organizations goals?
3. What personality characteristics do you find most salient in your younger volunteers?
4. How many youth do you currently have involved in your organization both staff, and volunteer/advocates? (ratio)
5. What is the ratio of male to female volunteers?

Recruitment, Management, and Retention

Recruitment

I have been a volunteer with RESULTS Canada for about 6 years, and I am considered a 'partner' in the Calgary chapter. In that time, I have noticed that there has been a very low enrollment for new members and some of the senior members are no longer attending our monthly meetings. This has been an issue across the country which is why the office has decided to address it through the development of a recruitment strategy. I have read that this may be an industry wide situation.

1. Is your organization currently dealing with recruitment issues of its own?
 - a. If so, what are they and how long have they been an issue for your organization?
 - b. What are the gaps in your organization that need to be fulfilled by volunteers?
2. In terms of attracting youth to your organization, can you give me an overview of the key practices involved?
3. What practices or tools do you find to be the most effective/successful? How do you determine that success? (new membership, retention, skilled volunteers)
4. Are there any regional differences that your organization has needed to consider for recruitment across Canada, and if so, what does that look like?
 - a. How have you overcome these issues?
5. Do your recruitment techniques attract the caliber of volunteer/advocate that meet the needs of your organization? (do their personal skills and interests match the needs of the organization?)
 - a. If so, how are these recruitment practices tailored to suit that purpose?
6. Speaking generally, where do you recruit youth volunteers/advocates?
 - a. What do you find works at these locations?
7. What do you think is the most attractive characteristic of your organization for attracting new volunteer/advocates? Youth?
8. Who does the recruiting? Is there an active recruitment manager? Is it other volunteers? Through the internet?
9. How much does your organization invest in recruitment initiatives? (this could be a percentage of the budget)

Managing youth volunteers/advocates, Supervision, Support:

Roles, tasks, responsibilities

1. Do you screen your volunteers/advocates, and if so, how is that done?
2. When you attract new volunteers/advocates to your organization, do you use a ‘volunteer agreement’ to help clarify expectations?
 - a. If so, what features might that include?
3. Is there a process to assigning roles to your volunteers/citizen advocates?
4. Are volunteers in your organization autonomous? What level of authority are they given? (*can they independently approach media, organize events, speak on behalf of organization, etc.*)
5. How are your volunteers/advocates accountable for the work they do on behalf of your organization?
 - a. What practices are involved in monitoring their work/participation? How is it measured?
6. Do you provide skills training? Do you think this is a benefit that attracts youth volunteers?
7. Does your organization ever ask the volunteers/advocates “what they want” in terms of their experience with your organization or the roles they want to fulfill?
 - a. If so, what is it they want that you think is most important to focus on?
 - b. How do you integrate the interests of your volunteers into organizational goals?

Retention: Keeping them motivated, interested

1. How long do volunteers stay active with your organization? (do they only volunteer for annual events, or short term projects?) What is the turnover?
2. What are some of the important features of engaging with your organization that keep volunteers/advocates involved? Why do you think they do it?
3. How do you develop projects that keep youth interested?
 - a. What kind of projects are most attractive?
 - b. Is there someone assigned to the role of developing projects?
4. How often do you communicate with your volunteers? What kind of communication? What expectations do you have for their involvement in communicating back to you?
5. What practices does your organization use to reward or retain volunteers? How often?