

# 2007 CANADA SURVEY OF Giving, Volunteering & Participating



## Using Data from the CSGVP

What the survey measures, how findings are presented and why they are important.

David Lasby



VOLUNTEER  
BÉNÉVOLES  
C A N A D A

[givingandvolunteering.ca](http://givingandvolunteering.ca)

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## INTRODUCTION

This manual serves as a reference for stakeholders in the charitable and nonprofit sector looking for guidance about how they can apply information from the Canada Survey of Giving, Volunteering and Participating (CSGVP) to inform their activities. The manual is organized into the following major sections:

1. Introduction: A brief introduction to the survey, a description of how the manual is organized and can be applied, and a brief note concerning data reliability;
2. Data About Giving and Volunteering: Presentation of data and concepts that are common to both the giving and volunteering sections of the survey;
3. Giving-specific Data: Presentation of data that are particular to giving only; and
4. Volunteering-specific Data: Presentation of data that are particular to volunteering only.

### THE CANADA SURVEY OF GIVING, VOLUNTEERING, AND PARTICIPATING

The Canada Survey of Giving, Volunteering, and Participating (CSGVP) is a survey of individual Canadians aged 15 and over, conducted every three years by Statistics Canada. The survey is conducted by telephone and currently uses a Random Digit Dialling platform. The survey has been run four times, in 1997, 2000, 2004 and most recently in 2007. It is important to note that a major re-development of the survey occurred between the 2000 and 2004 versions of the survey. As a result, findings from the 1997 and 2000 versions of the survey can not be compared to findings from the 2004 and subsequent versions of the survey.

A key strength of the survey is that it looks at four major socially supportive behaviours:

- giving to charitable and nonprofit organizations;
- volunteering for charitable and nonprofit organizations;
- helping others directly, without involving an organization; and
- participation, defined as belonging to groups and associations.

One of the major findings of the survey is the degree to which all of these various behaviours are inter-related. Those who engage in any one of them are more likely to engage in all of the others. For more detail on this aspect of survey findings, readers are referred to the national highlights report: *Caring Canadians, Involved Canadians: Highlights of the 2007 Canada Survey of Giving, Volunteering, and Participating* available at the project website: [http://www.givingandvolunteering.ca/files/giving/en/csgvp\\_highlights\\_2007.pdf](http://www.givingandvolunteering.ca/files/giving/en/csgvp_highlights_2007.pdf)

## ORGANIZATION OF THIS MANUAL

Within each section information is grouped by topic area. Each section starts with a description of how the CSGVP collects information relating to each topic, gives a brief précis of what the information is useful for and shows examples of various CSGVP information products and how they are read. It is important to understand from the outset that this manual is not a “cookbook” with step-by-step directions about how information should be applied to a particular situation. Instead, it is designed to help users understand how the available information products were generated and get them thinking about how they can apply the information to their particular circumstances.

# DATA ABOUT GIVING AND VOLUNTEERING

This section of the report summarizes the survey data that has to do with both giving and volunteering. About half of the survey is devoted to parallel explorations of giving and volunteering (i.e., although the questions measure different things they are conceptually similar and use similar methodologies).

## DEFINITION AND IDENTIFICATION OF GIVING AND VOLUNTEERING

### Giving

For the purposes of the CSGVP, giving is defined as the donation of money to a charitable and nonprofit organization. Those who donated at least one dollar over the previous 12 months are identified as donors.

#### What is measured and how?

The survey measures giving by asking respondents whether they used any of 12 specific methods to make a donation to a charitable or nonprofit organization over the previous 12 months. As a catch-all, respondents are also asked whether they donated in any other way to an organization over the same period. For each donation method donors used, they are asked what organizations they donated to and how much they contributed, up to a maximum of ten donations. They are also asked to summarize total amounts that they may have given beyond the ten donations per method that are captured in detail. Discussion of how this information is presented and how it can be used can be found in the sections that follow.

### Volunteering

Volunteering is defined as contributing time to charitable and nonprofit organizations. Those who volunteered at least one hour to an organization over the previous 12 months are identified as volunteers.

#### What is measured and how?

Volunteering is measured by asking respondents whether they engaged in any of 14 specific activities on a voluntary, unpaid basis for a charitable or nonprofit organization over the previous 12 months. In addition, respondents are asked a catch-all question about whether they volunteered for an organization in any other way over the same period. For each of the activities volunteers engaged in, they are asked about the number of hours they contributed and the types of organizations they supported, for the three organizations to which they

contributed the most hours. Hours for any other organization(s) they volunteered for are grouped into a generic category (i.e., although the volunteer hours are recorded, they cannot be assigned to a specific type of organization). Again, discussion of how this information is presented and how it can be used can be found in the sections that follow.

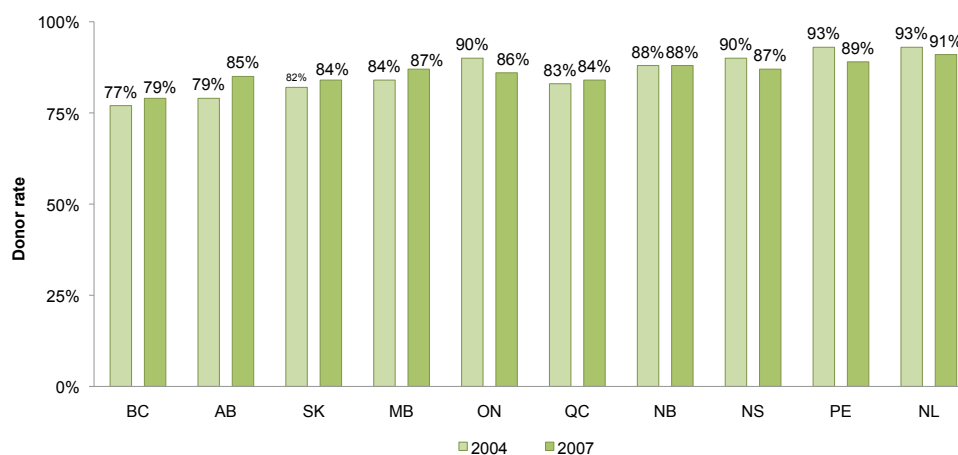
## TOP LINE STATISTICS

The most basic estimates provided by the CSGVP are the numbers of individuals who donate or volunteer and the levels of support those individuals provide through their contributions of time and money.

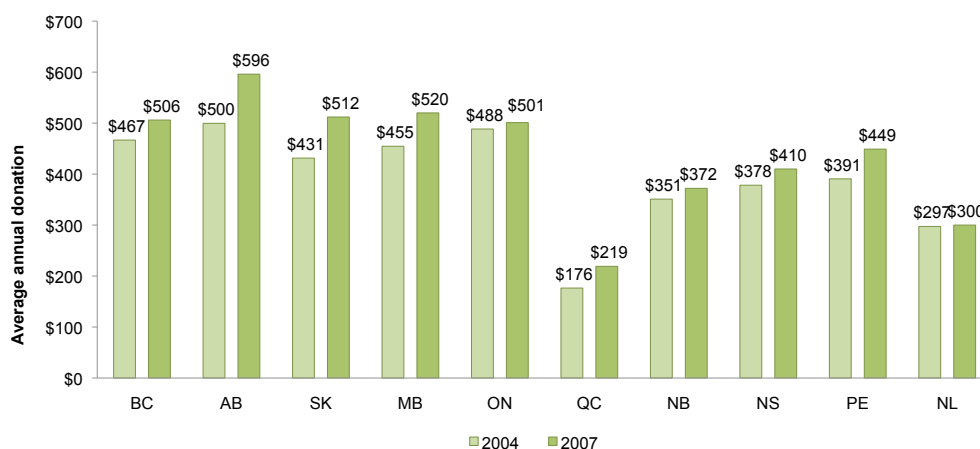
### How is this information presented?

The donor rate and volunteer rate are the most commonly presented estimates of the numbers of Canadians donating and volunteering. The donor rate is defined as the percentage of the population aged 15 and over donating at least \$1 over the previous 12 months. Similarly, the volunteer rate is defined as the percentage of the population contributing at least one volunteer hour over the same period. An example of this statistic is the percentage of the residents of each province making a donation in 2004 and 2007 (see Figure 1).

**Figure 1: Donation rate by province, 2004 and 2007.**



Top line information about the levels of support contributed by donors and volunteers are most commonly presented as the average annual contributions. These averages are always computed on the basis of donors and volunteers only and exclude those who did not donate or did not volunteer. For example, the average annual donation figure of \$219 for Quebec in 2007 (see Figure 2) is computed on the basis of the donations made by the 84% of Quebecers who donated, excluding the 16% who did not donate (i.e., excluding those who contributed \$0 for the year). Less frequently, information is presented in the form of estimates of the total amounts contributed by a given group of Canadians (e.g., total hours volunteered by Saskatchewan volunteers).

**Figure 2: Average annual donation by province, 2004 and 2007.**

### How can this information be used and why is it important?

Estimates of the donor and volunteer rate are useful in helping assess how likely a given individual is to be a donor or volunteer. For example, Figure 1 leads one to expect that, all things being equal, a given British Columbian will be a donor roughly 80% of the time. Estimates of the annual average dollars donated or hours volunteered are useful in helping understand the typical level of support provided by a given group of donors or volunteers. For example, Figure 2 leads one to expect that, all things being equal, a given British Columbian donor will contribute about \$506 over the course of the year. This information is useful principally as a baseline, helping stakeholders understand the overall base of support for charitable and nonprofit organizations.

## PERSONAL AND ECONOMIC CHARACTERISTICS OF DONORS AND VOLUNTEERS

The CSGVP devotes considerable survey space to assessing the personal and economic characteristics of respondents. This provides considerable insight into the giving and volunteering tendencies of various groups of Canadians.

### What information is gathered and how?

The survey gathers a broad range of information about the personal and economic characteristics of survey respondents, including:

- Age;
- Sex;
- Marital status;
- Level of formal education attained;
- Labour force status;

## USING DATA FROM THE CSGVP

- Annual household income;
- Frequency of religious attendance; and
- Presence of children in the household.

The specific methodologies used to collect the above information vary greatly from characteristic to characteristic. Readers interested in knowing more about the specifics of how this information is collected are referred to the CSGVP survey questionnaire available from the Statistics Canada website at: [http://www.statcan.gc.ca/imdb-bmdi/instrument/4430\\_Q1\\_V5-eng.pdf](http://www.statcan.gc.ca/imdb-bmdi/instrument/4430_Q1_V5-eng.pdf)

### How is this information presented?

Personal and economic characteristics are generally not presented directly (i.e., the typical presentation does not focus primarily on detailing what percentages of Canadians have which characteristics). Instead, these characteristics are generally used to divide respondents into discrete groups and the groups can then be compared to provide greater insight into patterns of behaviour.

The most common data presented by personal and economic characteristic are donor and volunteer rates and the average levels of support contributed. As with other presentations of donor and volunteer rates and average levels of support, these estimates indicate the percentage of the population giving or volunteering and the typical level of support offered. Where these presentations are different is that they show the rates of giving and volunteering among particular groups (e.g., the rate of donating and the average amount donated among those aged 15 to 24). This data tells us how many people in each category are donors or volunteers and how much they tend to contribute. For instance, Table 1 shows that in Alberta those aged 15 to 24 are most likely to volunteer (58% volunteered), while those 65 and older were least likely to volunteer (41% did so). In terms of the hours these volunteers typically contribute, however, those aged 65 and over tended to contribute the most hours (216 on average), while those aged 25 to 34 contributed the fewest.

**Table 1: Volunteering by Age, Alberta 2007.**

Age group	Volunteer rate	Average volunteer hours	% population	% Total volunteer hours
15 to 24	58%	148	18%	18%
25 to 34	44%	131	20%	13% <sup>E</sup>
35 to 44	64%	179	19%	24%
45 to 54	52%	196	19%	22%
55 to 64	44%	181	12%	11% <sup>E</sup>
65 and older	41%	216	12%	12% <sup>E</sup>

In addition to these figures, most demographic presentations also show the net contribution of each of the various groups. This data is shown in two columns; one the percentage of total

volunteer hours or dollars donated that comes from each group and the other the percentage of the population that each group makes up. It is key to have both of these figures because without understanding how big each group is the figures for the percentage of total contribution make little sense. For example, Table 1 indicates that in Alberta volunteers aged 35 to 44 accounted for more hours than we might expect, given their numbers. They contributed 24% of total volunteer hours, in spite of accounting for just 19% of the population of Alberta. Conversely, those aged 25 to 34 accounted for less than we might expect - just 13%<sup>E</sup> even though they make up fully a fifth of the population.

### How can this information be used and why is it important?

This information is useful because it provides significant insight into the personal and economic characteristics of the donor and volunteer bases. Applied properly, it tells stakeholders which groups are most likely to give or volunteer and the levels of support they typically offer. Additionally, it provides insight into the net contribution of each of these groups. This information can be used in any number of ways. At the most basic level it can be used to target demographic groups that are most likely to produce donors and volunteers - recruiters and fundraisers can focus on the groups that are most likely to donate or volunteer. Alternatively, they could focus on the groups that are the richest - those that contribute disproportionately large amounts given their numbers. At a more sophisticated level, however, it is also possible to tailor the opportunity to the group targeted. For instance, if a volunteer manager has need of a large number of volunteers for a one-off task that involves comparatively few volunteer hours, it may make a good deal of sense for them to focus on recruiting among those aged 15 to 24.

## SUPPORT BY TYPE OF ORGANIZATION

Most individual donations and episodes of volunteering identified by the CSGVP are classified according to the specific type of organization involved. This provides considerable insight into the levels of support Canadians provide to particular types of organizations.

### What information is gathered and how?

As described above, respondents who are identified as donors or volunteers are asked about the specific organizations that they supported. If the organization name is unfamiliar to the interviewer, the respondent is asked what the organization does. The information collected is processed by Statistics Canada and the donation or volunteering episode is classified as belonging to one of 15 different types of organizations. The classification scheme used is the International Classification of Nonprofit Organizations or ICNPO. For more detail on the classification, readers are referred to Appendix 1 of the CSGVP Highlights Report, available from the project website at the address mentioned in the Introduction of this manual.

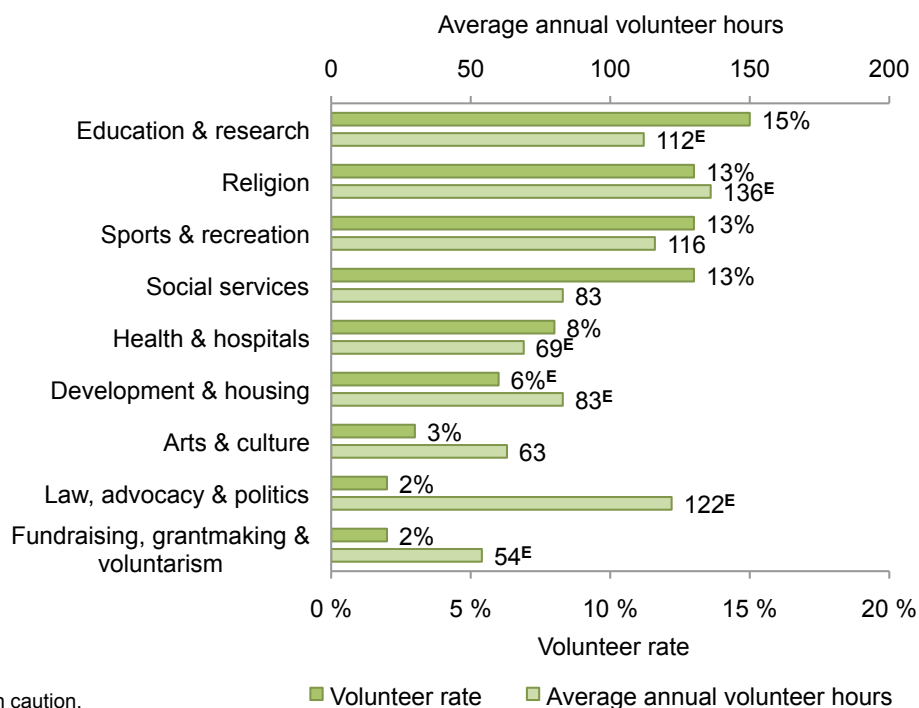
### How is this information presented?

The most common organization-specific data presented are donor and volunteer rates for particular organization types and the average levels of support contributed by those supporters (i.e., average dollars donated or hours volunteered; see Figure 3). Also relatively common are presentations of the percentage of total donation amount or total volunteer hours allocated to each organization type.

### How can the information be used and why is it important?

Organization-specific information on volunteer and donor rates and average levels of support provides deeper insight into the breadth of support for a given type of organization and the depth of the support offered (i.e., the percentage of the population supporting a given organization type and the typical level of support they provide). As seen in Figure 3, volunteer managers attempting to recruit volunteers for Law, Advocacy & Politics organizations (2% volunteer rate) face quite different challenges than do those recruiting volunteers for Education & Research organizations (15% volunteer rate). Similarly, organization-specific presentations of the total level of support provide greater insight into the total level of support that particular organizations can draw upon. This allows them to properly contextualize the role of donations versus other forms of financial support.

**Figure 3: Rate of volunteering and average annual volunteer hours by type of organization, Alberta 2007.**



In interpreting and applying organization-specific information it is important to remember that individuals can donate or volunteer for more than one type of organization. However, all

things being equal Canadians tend to support many more types of organizations as donors than they do as volunteers (i.e., they donate to more types of organizations than they volunteer for). The reason for this is fairly simple - while differences in income mean the amounts of money individuals have available to donate vary widely from person to person, all individuals have the same maximum number of hours in the day. Generally speaking, volunteers tend to be more focussed in their support while donors tend to spread their support among a number of different types of organizations.

## MOTIVATIONS AND BARRIERS

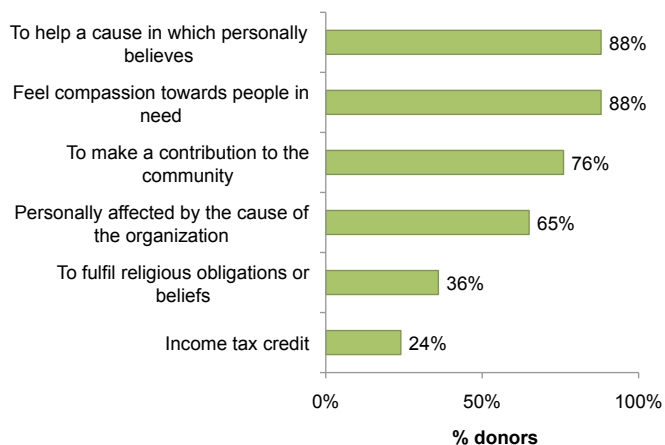
The CSGVP probes respondents as to their motivations for giving and volunteering, as well as the barriers to giving and volunteering they may face. The structure of some of these batteries varies slightly between giving and volunteering, as will be discussed below, but they are conceptually identical.

### Motivations for Giving

#### What is measured and how?

The survey assesses what motivates people to give by asking donors whether each of six potential motivations were important to them in their decision to donate. The six questions take the form of yes/no questions.

**Figure 4: Motivations for Donating, Alberta 2004.**

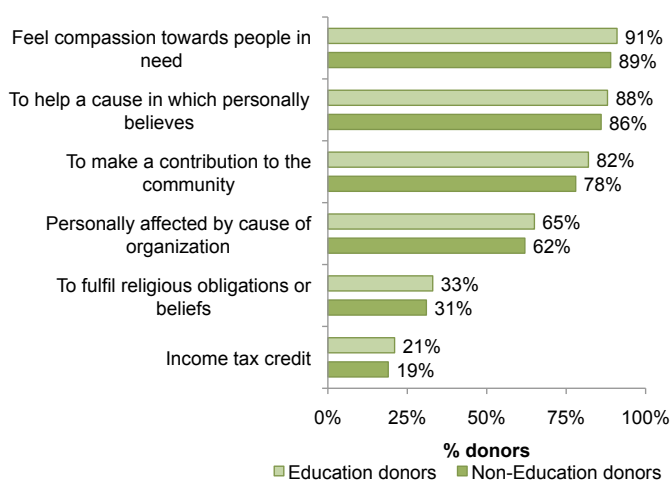


#### How is this information presented?

The most basic presentation shows the percentage of donors reporting each of the motivations (see Figure 4). This presentation indicates which of the various motivations is most common and which is least common. For instance, Figure 4 indicates that Alberta donors were most likely to say that feelings of compassion towards those in need and the desire to help a cause they personally believed in were important to them. More common

and somewhat more useful presentations show the percentages of different groups of donors reporting each motivation. This allows users to compare the motivations of different groups for additional insight (see Figure 5). For instance, Figure 5 indicates that although Education and Research donors were slightly more likely to report all motivations than were donors who support other types of organizations, no one motivation stands out as being of particular significance.

**Figure 5: Motivations for Donating, Education & Research Donors vs. Non-Education & Research Donors, 2004.**



### How can the information be used and why is it important?

This information is most useful when comparing the responses of various groups of donors. Information on which motivations are most commonly reported without basis for comparison, as in Figure 4, tends not to be terribly useful because donors quite consistently place motivations in the same ranking from region to region and group to group. In addition, just because a given motivation is commonly reported, this does not make it a particularly potent motivator. However, by comparing the pattern of responses between groups of donors it is possible to gain such insights. By way of example, the desire to fulfil religious obligations and beliefs tends not to be very commonly reported - except by donors to Religious organizations, among whom it is much more common and, presumably, more important.

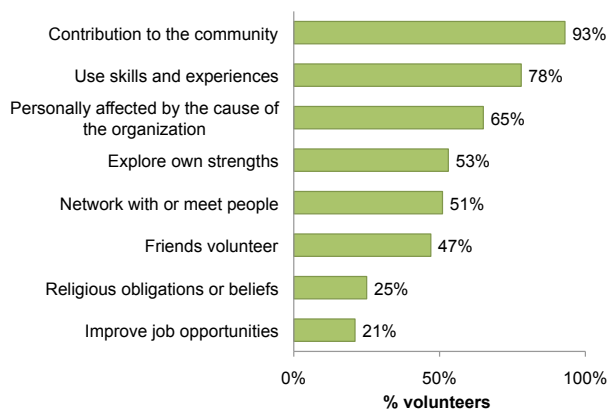
## Motivations for Volunteering

### What is measured and how?

The survey assesses what leads people to volunteer by asking respondents whether any of eight potential motivations was important to them in their decision to volunteer for the organization to which they contributed the most hours. The eight questions take the form of yes/no questions. Because the questions pertain specifically to volunteering for the

organization to which the volunteer contributed the most hours, the survey is able to explore the motivations for volunteering for specific types of organizations.

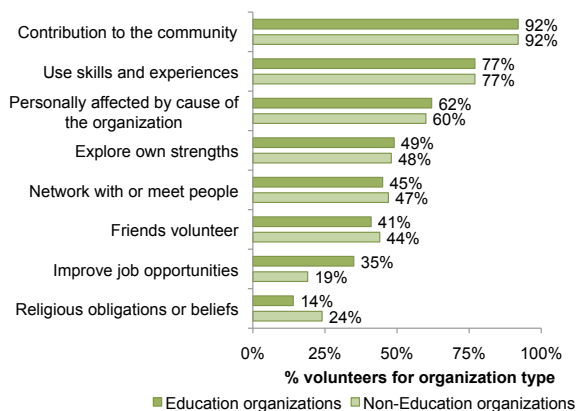
**Figure 6: Motivations for Volunteering, Alberta 2004.**



**How is this information presented?**

As with motivations for donating, the most basic presentations show the percentages of volunteers reporting each motivation for volunteering (see Figure 6). More common presentations show the percentages of different groups of volunteers reporting each motivation. This allows users to compare the motivations of different groups of volunteers for additional insight. For example, Figure 7 compares the motivations of volunteers for Education and Research organizations with those volunteering for other types of organizations. As demonstrated in this presentation, the desire to improve job opportunities appears to be a particularly important motivator for Education and Research volunteers, as shown by the fact that 35% of volunteers said it was important, compared to just 19% of volunteers for other organizations.

**Figure 7: Motivations for Volunteering, Education and Research Volunteers vs. Other Volunteers 2004.**



### How can the information be used and why is it important?

As with the motivations for giving, when used in isolation the utility of this information is limited because the various motivations tend to have roughly consistent relative importance across different populations of volunteers. Where this data is most useful is when it is presented comparatively, contrasting the motivations of different groups of volunteers. This information gives volunteer managers useful information about how they can most effectively recruit volunteers for their organization. In the example from Figure 7 mentioned above, those recruiting volunteers for Education and Research organizations would be well advised to emphasize to potential volunteers the possibility of improving job opportunities through volunteering. Additionally, volunteer managers can use this information in their interactions with their volunteers, using it as a baseline for comparison and gaining additional insight into how volunteers for their organization vary from the volunteer population as a whole.

### Barriers to Giving

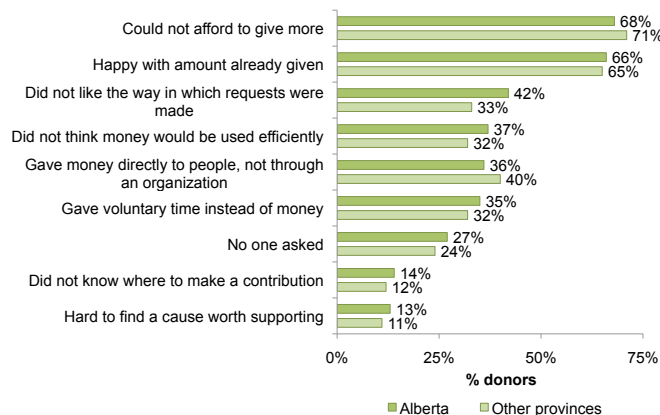
#### What is measured and how?

Barriers to giving are measured by asking donors if each of nine potential barriers was a reason they did not give more. The questions are yes/no questions. Unlike with barriers to volunteering, non-donors are not asked about barriers to giving. Non-donors are not asked about barriers for the simple reason that around 85% of Canadians are donors. The central issue is not getting Canadians to give, but getting them to give more.

#### How is this information presented?

Most commonly this information is presented in a comparative format, highlighting the differences between various groups of donors. As an example, Figure 8 compares the barriers to donating more reported by Alberta donors with the barriers reported by donors from other provinces. The information provides a wealth of insight into the barriers facing Alberta donors. Fully 42% of donors reported that not liking how requests for donations were made was a reason they didn't give more, compared to 33% of donors from other provinces. Conversely, over a third reported that they didn't give more because they give money directly to others rather than to an organization (36% compared to 40% of donors from other provinces).

**Figure 8: Barriers to Giving More, Alberta 2007.**



**How can the information be used and why is it important?**

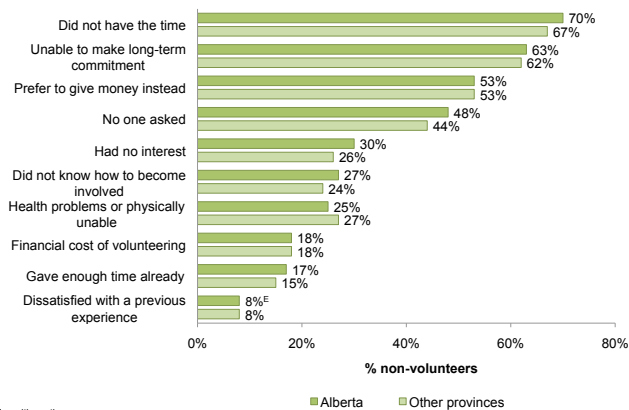
This information provides fundraisers with considerable insight into factors that may be keeping their supporters from giving as much as they might otherwise. In the example shown in Figure 8 above, fundraisers in Alberta would be well advised to take particular care in how they solicit for donations. Conversely, they can perhaps be less concerned than fundraisers in other provinces about donor competition in the form of direct donations to individuals. Fed into a solicitation strategy, this information can help fundraisers craft more efficient and effective campaigns.

**Barriers to Volunteering**

**What is measured and how?**

The survey measures the barriers to volunteering by asking non-volunteers whether each of 10 potential barriers was a reason they did not volunteer. Volunteers are asked whether each of the same potential barriers was a reason they did not volunteer more hours. The questions are yes/no questions.

**Figure 9: Barriers to Volunteering At All, Alberta vs. the rest of Canada 2007.**

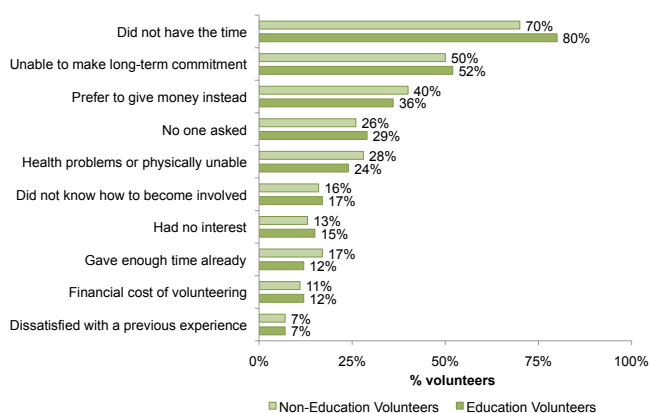


<sup>E</sup> Use with caution.

### How is this information presented?

The most common presentation compares the responses of different groups of volunteers or non-volunteers. These groupings are commonly based on geography or on the type of organization involved. Figure 9 compares the barriers reported by Alberta non-volunteers with those reported by non-volunteers from the rest of Canada. As an example, this figure indicates that 48% of non-volunteers in Alberta reported that they did not volunteer because no one asked them, compared to 44% of non-volunteers in the rest of Canada. Figure 10 compares the barriers faced by Education and Research volunteers with the barriers faced by volunteers for other organizations. In this figure 80% of Education and Research volunteers reported that a reason that they did not volunteer more was because they did not have the time, compared to 70% of volunteers for other types of organizations.

**Figure 10: Barriers to Volunteering More, Education and Research Volunteers vs. Non-Education and Research Volunteers, 2007.**



### How can the information be used and why is it important?

This information can be used by volunteer managers to develop more effective recruitment campaigns. For example, the data in Figure 9 indicates that recruiters in Alberta should place particular emphasis on ensuring that they approach non-volunteers in their recruiting. The higher percentage of non-volunteers reporting this barrier suggests that it plays a larger role in Alberta than it does elsewhere. This information can also be used to help managers to better steward their relationships with existing volunteers. The data in Figure 10 suggests that volunteer managers for Education and Research organizations need to pay particular attention to time pressures on their volunteers and that increased emphasis on providing volunteering opportunities that can be fit into a busy person's schedule might be particularly important for their volunteer base.

## YOUTH EXPERIENCES

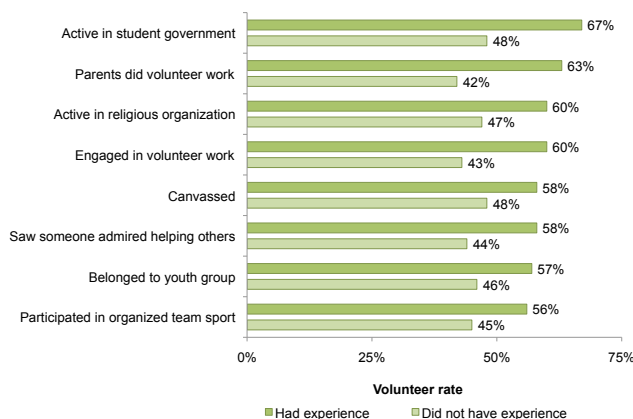
### What is measured and how?

The CSGVP explores whether particular youth experiences predispose individuals to give and volunteer during later life by asking respondents whether they had each of eight experiences during grade school or high school (see Figure 11). The questions are yes/no questions.

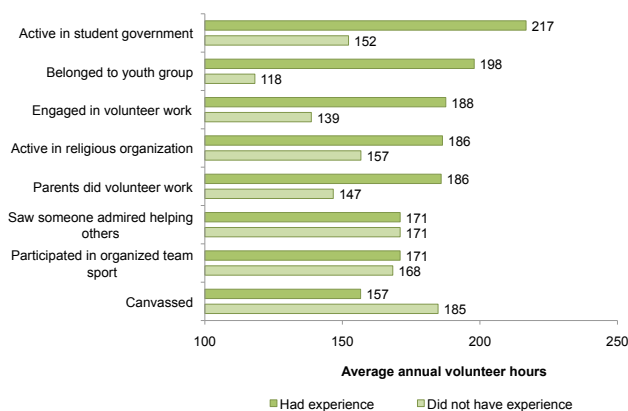
### How is this information presented?

This information is not generally presented directly (i.e., presentations do not show how many Canadians had each of the youth experiences). Instead, the giving and volunteering behaviours of those who report having had each of the experiences during youth are compared with those who report they did not. One presentation type compares the rates of donating and volunteering of those who had the experiences with those who did not (see Figure 11). Another shows the average level of support from donors or volunteers who had the experience and those who did not (see Figure 12).

**Figure 11: Youth Experiences and Volunteer Rate, Alberta 2007.**



**Figure 12: Youth Experiences and Average Volunteer Hours, Alberta 2007.**



### How can the information be used and why is it important?

This information is important because it clearly demonstrates that youth experiences can have a profound effect on giving and volunteering behaviours later in life. Those who have the experiences covered in the survey are more likely to give and volunteer later in life than those who do not. Further, those donors and volunteers who have these experiences also tend to offer more support when they give and volunteer. This information is not immediately applicable to practitioners, but instead points to the importance of types of fostering environments that offer these opportunities to youth.

## GIVING-SPECIFIC DATA

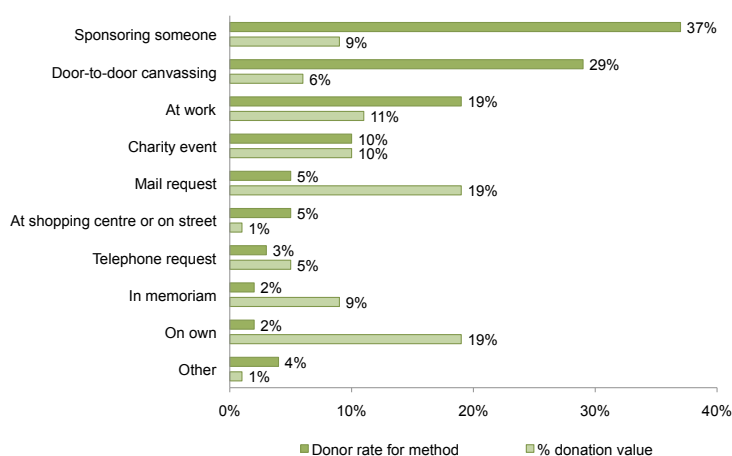
This section of the manual provides a summary of data having to do with giving only. Unlike the data described in the above section, these data do not parallel in the volunteering section.

### METHODS OF DONATION

#### What is measured and how?

As mentioned at the outset of the section on Giving and Volunteering data, the CSGVP identifies donors by asking respondents whether they used any of 12 specific methods to donate to charitable and nonprofit organizations. As well as using this battery to identify donors, the survey asks how much donors contributed each time they used a given method to give to a particular organization. The responses collected are the types of donation methods used (yes/no responses) and the amounts donated in the course of each episode of donation, in dollars.

**Figure 13: Methods of donation, Education and Research Organizations, 2004.**



#### How is this information presented?

CSGVP data presentations most commonly present this data in a few key ways. Perhaps the most important single presentation is the donor rate for the method of donation. Like the overall donor rate, this is the percentage of the population donating, but in this case it is the percentage of the population donating using a particular method (see Figure 13). Figure GS1 also highlights a second key data presentation: the percentage of the total value of donations contributed via each method. The combination of these two key pieces of data gives users insight into how common a given donation method is (i.e., the percentage of the population

that donates in that way) and roughly how important it is in terms of the monies it yields (as a function of the percentage of total donations).

### How can the information be used and why is it important?

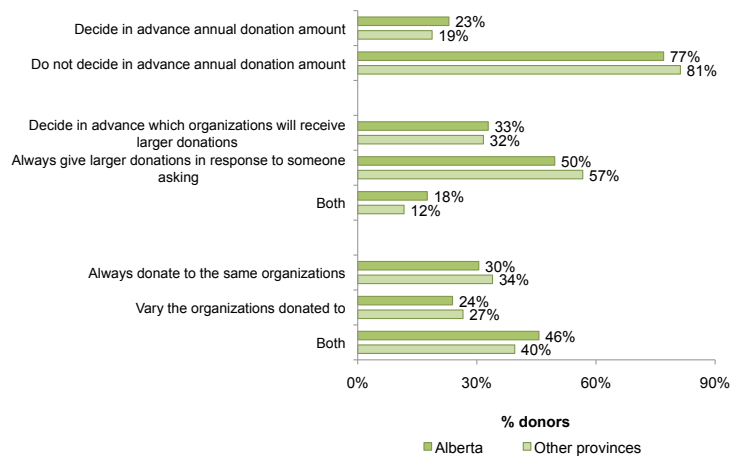
This information can be very important in crafting fundraising campaigns aimed at the Canadian public. From the donor rate information fundraisers can establish what a reasonable “hit rate” might be for a given donation method. For example, all things being equal, from this information fundraisers know that over a quarter of Canadians (29%) made at least one donation to Education and Research organizations in response to door-to-door canvassing (see Figure 13). Of course this doesn’t mean that 29% of door to door requests for any given Education and Research organization will be successful, but it does provide some general guidance. When the information on the percentage of total donation value from each method is added, fundraisers gain additional insight into the possible financial contribution, which can significantly alter the decision making calculus. For instance, that just 5% of Canadians donated to Education and Research organizations in response to mail requests would seem to make it a relatively unattractive method of donations, until one takes on board the fact that these donations are relatively lucrative, accounting for 19% of the total value of donations.

## DECISIONS AROUND DONATING

### What is measured and how?

The CSGVP provides greater insight into the processes surrounding donating by asking donors a series of questions about what decisions they take in donating and their pattern of support. In terms of decision making, donors are asked whether they decide in advance the total amount they will donate to charitable organizations in a year. In addition, for their larger donations, they are asked whether they decide in advance which organizations they will donate to, whether they donate to organizations in response to being asked, or whether they use some mixture of both practices. In terms of their pattern of support, donors are asked whether they always donate to the same organizations or whether they donate to a mixture of organizations.

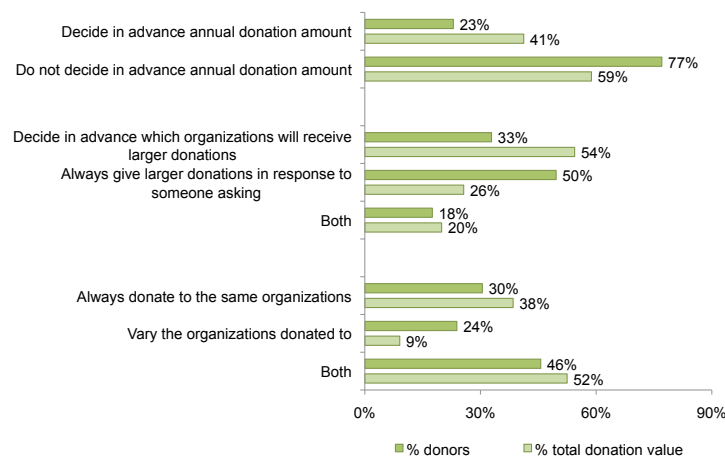
**Figure 14: Donations and decision making, Alberta 2007.**



**How is this information presented?**

The simplest presentation of this data shows the percentage of donors giving each of the responses. Generally this information is presented in comparative format, with the response pattern of a given group of donors juxtaposed against other donors. For example, Figure 14 indicates that Alberta donors are somewhat more likely than donors from other provinces to decide in advance the amount that they will donate in a given year. A second type of presentation shows the percentage of donors reporting each of the responses, compared with the percentage of total donation value each of the groups of donors accounts for. This shows the impact on donation value of various decisions. For example, Figure 15 indicates that 23% of Alberta donors report that they decide in advance how much they will donate over the course of given year and that 41% of the total value of donations contributed in Alberta comes from these donors.

**Figure 15: Donations and decision making, Alberta 2007.**



### How can the information be used and why is it important?

Insight into the decision making processes around donations is important because it highlights for fundraisers the importance of acting proactively and having their requests in front of potential donors when they are making their financial decisions, as well as the importance of establishing lasting relationships with donors. Those donors who make decisions in advance tend to give disproportionately large amounts (i.e., they account for larger percentages of total donations than one might expect, given their numbers), as do those who support the same organizations over an extended period. These figures tend to support the notion that, all things being equal, fundraisers who are successful in getting their ask in front of potential donors at this time will likely receive larger donations and they clearly support the notion that donors with a lasting relationship with the organization give more.

## VOLUNTEERING-SPECIFIC DATA

As with giving, the CSGVP collects a range of information focussing on specific aspects of volunteering that has no parallel in the giving section. There are considerably more areas of inquiry that are volunteering-specific than giving-specific. This section of the manual details the information specific to volunteering presented in various CSGVP information products.

### VOLUNTEER ACTIVITIES

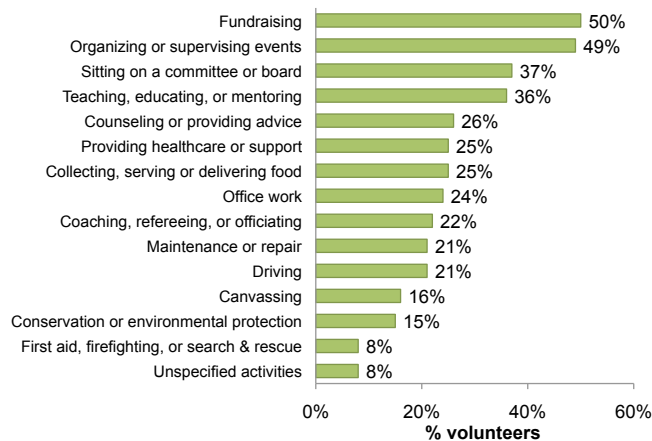
#### What is measured and how?

As discussed above, the CSGVP identifies volunteers by asking respondents whether they engaged in any of 14 specific activities for an organization. As well as using this battery to identify volunteers, the survey also asks those who engaged in any of these activities how many hours they devoted to each activity on behalf of the organization to which they volunteered the most hours. The responses collected are the activities engaged in (yes/no questions) and the number of hours devoted to each activity.

#### How is this information presented?

CSGVP information products use the results of these questions in a number of ways. In its most basic form, this information is presented as the percentage of volunteers engaging in each of the different types of activities (e.g., 50% of volunteers engaged in fundraising, see Figure 16). This information is frequently presented by region (i.e., showing the activities of volunteers in a given region) or by organization type (i.e., showing the activities of volunteers for a particular type of organization).

**Figure 16: Volunteer Activities, Alberta 2004.**

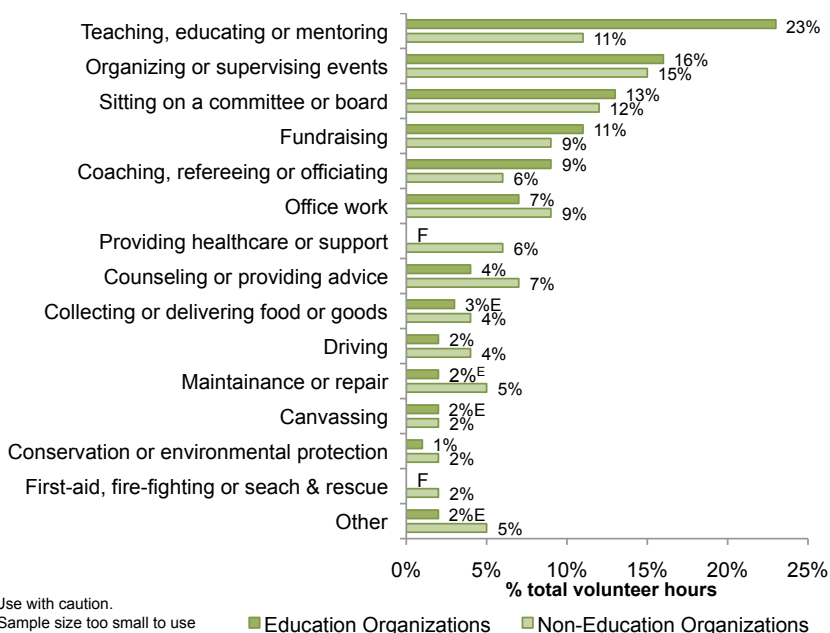


Other presentations look at the issue from the perspective of the hours devoted to the various activities. This information is generally presented in terms of the percentage of total

USING DATA FROM THE CSGVP

volunteer hours devoted to each activity (e.g., volunteers for Education and Research organizations devoted 23% of their total volunteer hours to teaching, educating and mentoring, see Figure 17). Again, common presentations look at volunteering in particular regions or for particular types of organizations.

**Figure 17: Total Hours by Volunteer Activities, Education & Research Organizations vs. Other Organizations, 2004.**



**How can the information be used and why is it important?**

This information is principally useful in that it gives stakeholders an idea of how many volunteers might be available to perform various types of tasks and how much time is devoted to various activities. The distinction between the number of volunteers engaging in an activity and the total time devoted to it is important because the number of volunteers does not solely determine how much volunteer time is devoted to it. The percentage of volunteers engaging in a given activity gives managers of volunteers an idea of how large the potential supply of volunteers for a given activity is, while total hours gives them insight into how much time various activities consume. Both perspectives are obviously important. Figure 16 indicates that among Alberta volunteers fundraising is the most common activity, in the sense that the most volunteers engage in it. Figure 17 shows that, as one might expect volunteers for Education & Research organizations spend more of their time in teaching, educating, and mentoring than do volunteers for other types of organizations.

## METHOD OF INITIAL INVOLVEMENT WITH ORGANIZATION

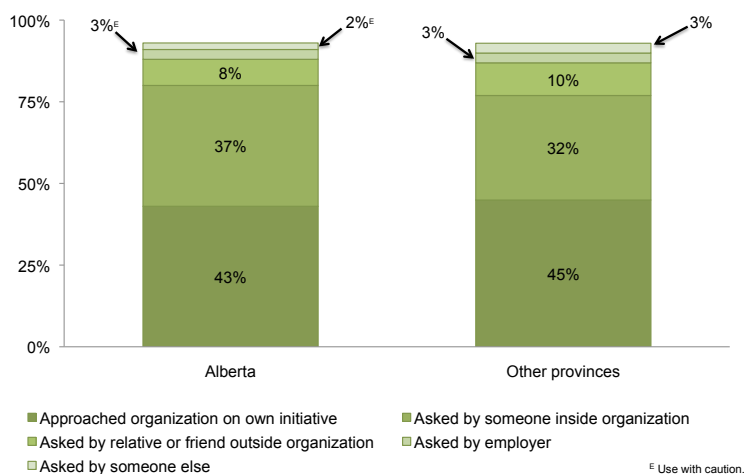
### What is measured and how?

In order to assess how volunteers first become involved with organizations, the survey asks a battery of nested questions about how volunteers became involved with the organization to which they volunteered the most hours. Volunteers are first asked whether they approached that organization on their own initiative. Those who approached on their own initiative are asked how they became aware of the opportunity to volunteer, while those who did not are asked whether they were asked by someone to volunteer and, if so, who asked them to volunteer.

### How is this information presented?

The responses to these questions are processed in order to provide a unified, streamlined view of how volunteers become involved, showing what percentage of a given group of volunteers became involved in each way. Presentations generally work on the basis of comparison, showing how a given group compares against other volunteers. For example, Figure 18 indicates that 37% of Alberta volunteers initially became involved after being approached by someone who was already involved with the organization, compared to 32% of

**Figure 18: Method of Initial Involvement with Organization, Alberta vs. Other Provinces 2007.**



of volunteers from the rest of Canada. Most commonly presentations focus on volunteers from a given region or for a particular type of organization.

### How can this information be used and why is it important?

This data provides practitioners with direct insights into how volunteers most commonly become involved with organizations like theirs. This data can be used to inform judgements about a given recruitment strategy or even other aspects of volunteer management. For example, Figure 18 clearly demonstrates that those already involved with organizations have

a more important recruitment role in Alberta than they do in the rest of Canada. Additionally, this information provides managers of volunteers with useful insights as to how the recruitment profile of their organization varies from that of the province as a whole.

## LENGTH OF INVOLVEMENT WITH ORGANIZATION

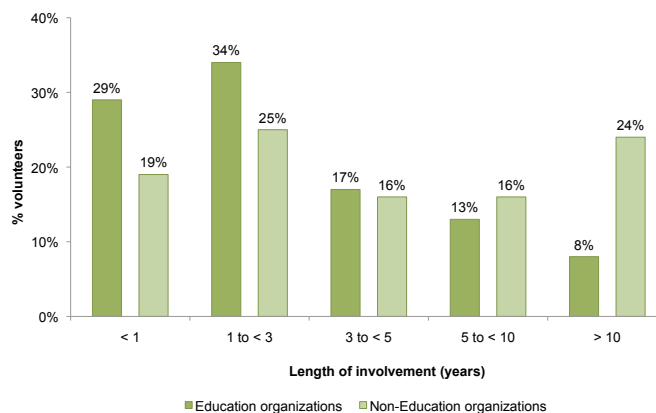
### What is measured and how?

Many volunteers form lasting relationships with the organizations they volunteer for. The survey measures this tendency by asking volunteers how long they have been involved with the organization for which they volunteered the most hours. The information is divided into five categories: less than a year, one to less than 3 years, three to less than five years, five to less than ten years, and ten years or more.

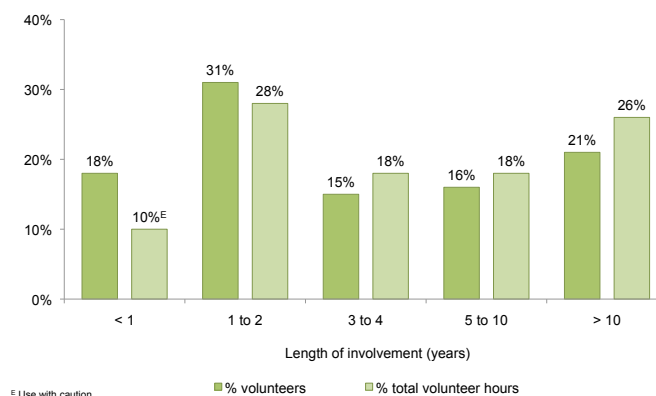
### How is this information presented?

The simplest presentation of this information shows what percentage of volunteers have been involved for each of the five periods of time. Generally these presentations compare a given group of volunteers with other volunteers. Common presentations compare the volunteers of a given region with volunteers from the rest of Canada or volunteers for a given type of organization with all other volunteers. For instance, Figure 19 indicates that over a third (34%) of volunteers for Education and Research organizations have been involved with the organization for between one and just under three years. Other presentations add information about the total hours contributed by each group of volunteers. This information is presented as a percentage of total volunteer hours contributed by the group of volunteers. By comparing the percentage of total hours contributed by each group of volunteers with their numbers, one can identify groups that are contributing disproportionately large or small percentages of volunteer hours. For instance, Figure 20 indicates that 21% of volunteers for Alberta organizations have been involved for 10 years or more, but together account for 26% of total volunteer hours, more than one might expect given their numbers.

**Figure 19: Length of Involvement with Organization, Education & Research Organizations vs. Other Types of Organizations 2004.**



**Figure 20: Length of Involvement with Organization and Percentage of Total Volunteer Hours, Alberta 2007.**



**How can this information be used and why is it important?**

This type of information is important in a number of ways. Firstly, volunteer managers can benchmark their organization's volunteer profile against what is typical for their region and/or their type of organization. This can inform thinking about issues such as board succession, replenishment of aging volunteer populations, and high turnover of volunteers. Additionally, by understanding the percentage of total volunteer hours coming from short-term and long-term volunteers, organizations can better understand how they need to shape their recruitment, retention and training of volunteers.

**MANDATORY COMMUNITY SERVICE**

Many Canadians become involved as volunteers because they are required to volunteer by some external authority such as their employer or school. The CSGVP labels this type of

volunteering “mandatory community service” and includes it in the survey's estimates of volunteering.

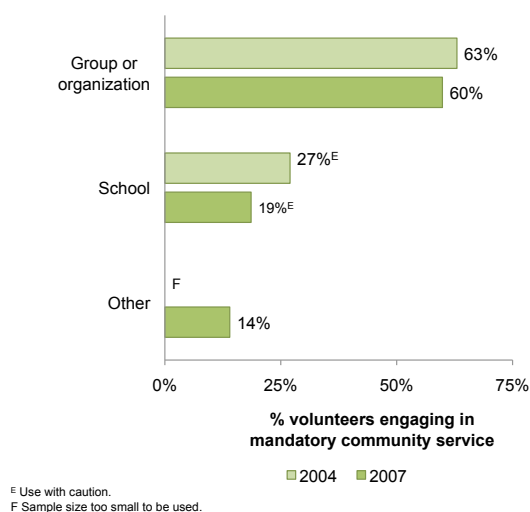
### What is measured and how?

The survey measures mandatory community service by asking volunteers whether they were required to volunteer for the organization for which they volunteered the most hours. Volunteers saying they were required to volunteer are then asked what specific authority required them to volunteer.

### How is this information presented?

Data presentations typically mention the percentage of volunteers reporting that they were required to volunteer for the organization to which they volunteered the most hours. The percentages of those required to volunteer mandated by each authority are then presented. Generally these presentations are comparative, juxtaposing the figures for a given group of volunteers against other volunteers or comparing figures for two years as in Figure 20. In this example, the volunteer group or organization itself is clearly the most common authority requiring volunteers to participate in mandatory community service.

**Figure 20: Authority Requiring Mandatory Community Service, Alberta, 2004 vs. 2007.**



### How can this information be used and why is it important?

This type of information gives managers of volunteers some insight into the role of mandatory community service in their region. Generally speaking, the role of mandatory community service is relatively small, but it is useful to understand the net effect on volunteering. Particularly interesting is the relative importance of schools and nonprofit and charitable organizations themselves as mandating authorities. In most sector discussions of

mandatory community service the primary focus is on schools as key drivers - greater attention should perhaps be devoted to the role of sector organizations themselves.

## SKILLS GAINED FROM VOLUNTEERING

Many volunteers obtain and develop skills through their volunteering activities. Volunteers can then apply these skills in other areas of their lives, including in their work activities. Employers and policymakers are particularly interested in this aspect of volunteering.

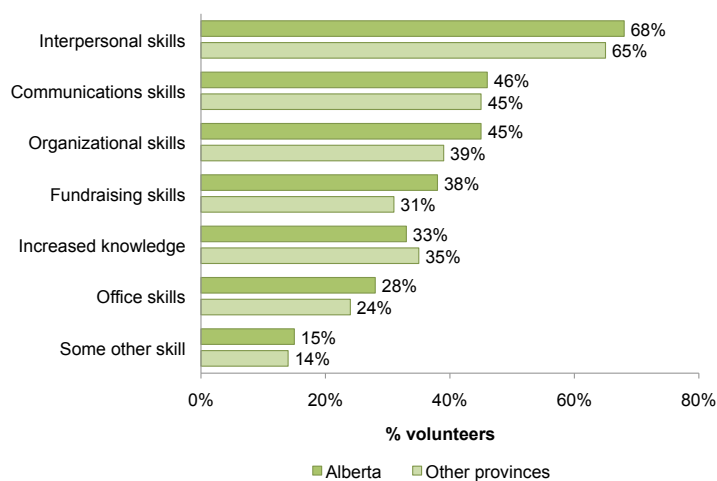
### What is measured and how?

The survey assesses skills development by asking volunteers whether their activities helped them develop any of six specific types of skills. A seventh catch-all question covering the development of any other skills is also asked. The questions are yes/no questions. They are linked to volunteering generally and do not pertain to volunteering for a specific organization.

### How is this information presented?

Presentations show the percentage of volunteers reporting that they acquired each skill from their volunteering. Generally data is presented in the form of comparisons between groups of volunteers. For example, Figure 21 indicates that 38% of volunteers in Alberta reported developing fundraising skills through volunteering, compared to 31% of volunteers from other regions. Alberta volunteers were also more likely to report developing organizational skills. Common groups highlighted are volunteers from particular regions or volunteers for particular types of organizations.

**Figure 21: Skills Gained from Volunteering, Alberta vs. Other Provinces 2007.**



### How can this information be used and why is it important?

This information can be useful in a number of different ways. For instance, volunteer managers can use this information to inform their recruitment efforts, providing them with insights into how their volunteer opportunities “stack up” against sectoral norms in terms of the skills volunteers develop. Similarly, organization staff can highlight the skills development aspect of volunteer involvement with their organization to funders and community partners. This can be a particularly interesting aspect for partners from the business sector.

## EMPLOYER SUPPORT FOR VOLUNTEERING

Many volunteers receive support from their employer for volunteering, sometimes as an element of a company’s efforts to support nonprofit and charitable organizations in their community.

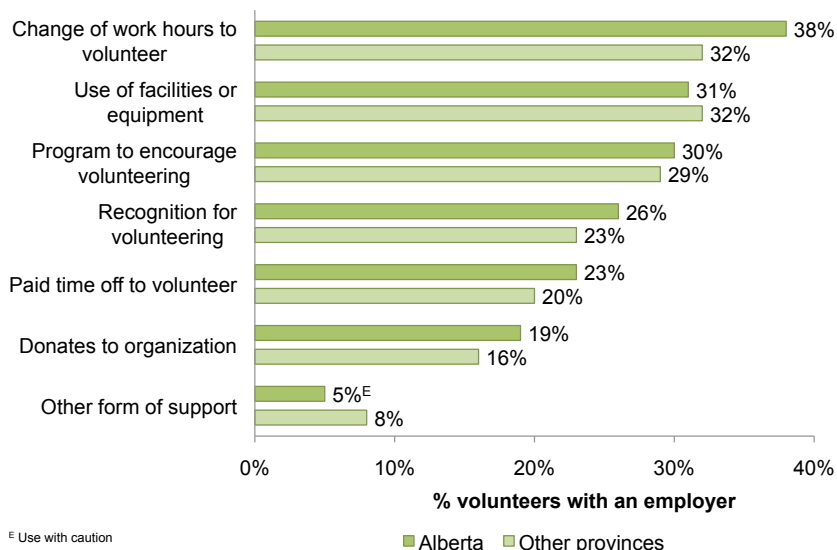
### What is measured and how?

The survey gathers information on employer support by first establishing whether volunteers had had an employer during the previous year and then asking those with an employer about the supports they may have received. The survey asks if employers had a program to encourage volunteering and if volunteers received any of several other specific forms of support for volunteering, with a general question to cover any other form of support. These questions pertain to volunteering generally, not to volunteering for a particular organization.

### How is this information presented?

Presentations show the percentages of volunteers with employers that report receiving each form of employer support. As with most presentations, data are usually presented comparatively, allowing users to compare patterns of response between groups of volunteers. For example, Figure 22 shows that 38% of Alberta volunteers with an employer reported receiving permission to change their work hours in order to volunteer compared to 32% of volunteers in other regions.

**Figure 22: Methods of Employer Support for Volunteering, Alberta vs. Other Provinces 2007.**



**How can this information be used and why is it important?**

This information can be used in a number of different ways. For instance, it informs managers of volunteers about how common various forms of support tend to be among employed volunteers in their area. This can help them refine their recruitment strategies when targeting employed volunteers. Additionally, it provides baseline information when working together with business partners to craft employee volunteering opportunities. With these figures organizations and employers have more insight into how their programs measure against norms.

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## About Imagine Canada

Imagine Canada is a national charitable organization whose cause is Canada's charities and nonprofits. We reinforce the sector's collective voice, act as a forum and meeting place and create an environment in which organizations contribute to building stronger communities.

### Imagine Canada

2 Carlton Street, Suite 600  
Toronto, Ontario  
M5B 1J3  
Tel.: (416) 597-2293  
Toll free: 1-800-263-1178

### Imagine Canada Ottawa

1705 - 130 Albert Street  
Ottawa, ON  
K1P 5G4  
Tel.: (613)-238-7555  
Toll free: 1-800-263-1178

### Imagine Canada Calgary

1800 - 855 2nd St. SW,  
East Tower, Bankers Hall  
Calgary, AB  
T2P 2S5  
Toll free: 1-800-263-1178

For more information about Imagine Canada please visit [www.imaginecanada.ca](http://www.imaginecanada.ca)

For more information on the 2007 Canada Survey of Giving, Volunteering and Participating please visit [www.givingandvolunteering.ca](http://www.givingandvolunteering.ca)

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