Achieving Triple Win with Skills-Based Volunteering

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Abstract

Using mixed methods, I explore the potential of skills-based volunteering design (SBV) to co-create value and examine the mechanisms that explain employees' decisions to volunteer and whether their participation has spillover effects on their engagement at work.

Findings from Study 1, based on 18 participants (CSR managers, employee volunteers and a non-profit organisation), reveal that by practising skills, SBV could create value for the three groups of stakeholders should certain organisational and individual conditions be met: promoting information symmetry across stakeholders, cultivating an SBV-inducive organisational culture, leveraging partnerships to address resource constraints and individual mindset. Some of the best practices include aligning SBV cause with company mission, engaging with external stakeholders to share resources, establishing a structured skills-matching process, providing supportive HR policies such as giving recognition to SBV commitment, choosing the proper duration and impact measurements for such programs, and framing the program to include reflection and application of newly gained skills as part of experiential learning.

Study 2, based on a survey conducted with 299 employee volunteers, investigated how SBV programme design influenced employee participation in SBV and workplace engagement. It considered factors such as embedding meaning through conveying a good cause, developing skills, SBV-related organisational support, and choosing/training the right employees. The study is among the first to test what companies can do to foster SBV programmes and promote positive outcomes. The results show that the helping-others motive played a more important role than self-motive in motivating employees to participate in SBV and bringing positive spillover to the workplace. Results also suggest that SBV-related organisational support encourages employee participation in SBV by alleviating the insecurity around committing time. Employees with higher core self-evaluation were more willing and ready to participate in SBV. The importance of this individual

factor was weaker when companies provided good SBV-related support. Study 2 also gave more quantitative evidence of the skills being practised, developed, and learned, showing that volunteers practised and improved their soft skills more than hard skills. Employees benefited more from the new perspectives gained through SBV than from specific skills.

In summary, the two studies establish and validate a value co-creation model of SBV that identifies the process of creating value for each stakeholder and categorises relevant conditions and measures at the organisational and individual levels. These results help build a clear theoretical and empirical link between SBV design, employee participation in SBV, and employee engagement in the workplace. As I have shown in my thesis, when strategically designed, SBV can achieve triple-win outcomes for the three groups of stakeholders.

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Chapter 1: Introduction

1.1. Overview

Skills-based volunteering (SBV) is an employer-initiated and employee-driven element of broader corporate volunteering (CV) (Stemiel, 2018) whereby employees devote their time and efforts to non-profit organisations that need them, offering traditional, generic hands-on skills or specific corporate skills and professional expertise (Basil, Basil, Runte, Easwaramoorthy, & Barr, 2009; Bengtson, 2020; Booth, Park, & Glomb, 2009; Chief Executives for Corporate Purpose [CECP], 2020; Deloitte, 2017; Dempsey-Brench & Shantz, 2022; Gatignon-Turnau & Mignonac, 2015; Letts & Holly, 2017; Points of Light, 2020). To illustrate the two forms, consider a highly-trained web designer who could volunteer hands-on to paint rooms at a nursing home or use their professional skills to help digitize its operations. The former is an example of a general CV, while the latter is an example of SBV, which leverages the volunteer's professional skills. Both forms of volunteering are in great demand by non-profit organisations; in turn, non-profit organisations have begun recognizing volunteers as vital assets (Lee, Park, & Kim, 2023).

According to Cook and Burchell (2018), SBV creates a win-win-win scenario for companies, employees, and non-profit organisations (Caligiuri, Mencin, & Jiang, 2013). For example, firstly, SBV benefits a company's reputation and image (Caligiuri et al., 2013; Plewa, Conduit, Quester, & Johnson, 2015). In addition, companies are taking a more strategic approach and integrating corporate human resources (HR) objectives with SBV programs to meet strategic business goals (Tuffrey, 1997). Specifically, research has demonstrated that SBV has the potential to develop workplace skills and enhance positive workplace attitudes (de-Gilder, Schuyt, & Breedijk, 2005; Jones, 2016; Jones, Willness, & Madey, 2014), thus contributing back to the workplace (Caligiuri et al., 2013; Muthuri, Matten, & Moon, 2009).

The second benefit to companies is that SBV allows employees to learn new skills (Booth et al., 2009; de-Gilder et al., 2005). Some past studies have found that developing and upgrading skills is one of the most important reasons employees volunteer for CV programs (Geroy, Wright, & Jacoby, 2000; Grant, 2012; Pajo & Lee, 2011). Employees who have developed skills from volunteering have reported improved job success and employer recognition (Booth et al., 2009). Moreover, SBV also provides employees with opportunities to build social networking relationships with other professionals (Muthuri et al., 2009), which can be treated as mechanisms to bring benefits, such as engagement and other spillover effects in the workplace (Rodell, 2013). Hence, as argued by Mook, Handy, Ginieniewicz, and Quarter (2007), bringing positive externalities from volunteering into the workplace is currently underestimated.

Non-profit organisations increasingly recognize SBV as a strategic choice to support their sustainable operations, which can generate new income streams and greater publicity for them (Andreasen, 1996; den Hond, De Bakker, & Doh, 2012). These organisations operate in a constrained environment where economic viability and growth have become critical (Weerawardena, McDonald, & Mort, 2010). Several factors contribute to this challenge: an escalation of competition in the non-profit sector (Phillips 2012), a growing number of new entrants to the non-profit sector (Chew & Osborne, 2009b), shrinkage and uncertainty about government funding (Bingham & Walters, 2012), and a reduction of traditional philanthropic income sources (McAlexander & Koenig, 2012). By engaging in SBV, non-profit organisations can save costs from otherwise billable hours for hiring accounting and business consultancy services, alleviating some of their budget pressure (Patterson, McColl-Kennedy, Lee, & Brady, 2015, 2021). In addition, SBV opens broader networks to non-profit organisations (Muthuri et al., 2009) and possibly enhance their reputation (Alfes, Antunes, & Shantz, 2017). Therefore, SBV indirectly benefits non-profit organisations as it helps them to develop new partnerships by providing them with the professional skills and knowledge to negotiate and implement non-profit–business collaborative projects (AL-

Tabbaa, Leach, & March, 2014). Hence, by engaging in SBV, non-profit organisations can gain legitimacy, indirectly attracting more financial resources and volunteers (Haski-Leventhal, Meijis, & Hustinx, 2009).

1.2. SBV around the world

Important and positive statistics from practitioner reports show that SBV is on the rise. Research practitioners Letts and Holly (2017) report that more than 50 per cent of US companies are engaged in corporate citizenship programs that channel their employees' talents, skills, and knowledge to non-profit organisations. A 2021 report by the CECP (*Giving in Numbers: 2021 Edition*; CECP, 2021) shows that 77 per cent of US-based companies lend their "employees" professional skills and talents to non-profit organisations.

In terms of the outcome for the employee volunteers, according to data from the 2021 programs organized by Candid, a non-profit organisation, 92 per cent of corporate volunteers considered the experience a valuable professional development opportunity, and 95 per cent felt more inclined to recommend their company as a great place to work after participating in an event (Candid, 2021). Volunteers also reported seeing improvement in skills—ranging from collaboration and teamwork to adaptability and synthesizing ideas in real-time to client focus, innovation, and creative thinking (Candid, 2021). Similarly, Deloitte conducted a survey of 2,506 of its employees and reported that SBV is a strong contributor to leadership development: the majority (85 per cent) of respondents believed that SBV improves communications skills, strengthens accountability and commitment, and helps individuals develop a strong character, all traits they identified as leadership "must haves" (Deloitte Impact Survey Report, 2016, p. 3).

From the company's perspective, a study conducted in Portugal by Mayer and Costa e Silva (2017) examined the value of a CV initiative implemented by midsize energy company Energias de Portugal (EDP). The findings showed that EPD employees donated 1,192 hours in 2015 to

mentoring students in communication and public speaking, representing a combined economic saving on regular training in communication and leadership worth €185,153. Moreover, almost 80 per cent of EDP's employee volunteers reported they had developed skills that were useful to their daily work at the company in four areas: problem-solving (42 per cent), synergy and cooperation (37 per cent), networking (37 per cent), and motivation and people development (34 per cent).

As for the non-profit organisations, 98 per cent of the non-profits in Candid's SBV programs said that the project successfully addressed the challenge it was intended to tackle, and 98 per cent said the work accomplished made a real difference for their organisation.

1.3. Complexity in implementing SBV

At the same time, practitioners and scholars have identified some complexities in implementing SBV (Letts and Holly, 2017). Letts and Holly (2017) admit that, in theory, SBV appears to be a "match made in heaven" (p. 42). Companies and non-profit organisations find it challenging to both recruit and retain employee volunteers with the necessary skills (Musick & Wilson, 2008; Omoto & Snyder, 1995; Rodell, Breitsohl, Schröder, & Keating, 2016; Samuel, Wolf, & Shilling, 2013). Some of the reasons include, for example, employees often finding it difficult to balance the competing demands of work, volunteering, and personal life (Zhang, Wang, & Jia, 2021). In addition, Shantz and Dempsey-Brench (2021) reported that one-third of volunteers expressed anger or defensiveness and ultimately rejected the notion of learning from volunteering. Some employees feel forced to volunteer (Loosemore & Bridgeman, 2017). Concerns also arise among line managers that including more SBV programs as part of community investment strategies could result in lower employee engagement (Rodell & Lynch, 2016).

Furthermore, a cultural gap could exist between non-profit organisations and their corporate partners, which presents challenges in terms of scoping a project, matching volunteers with appropriate skills, and the level of understanding of the unique challenges faced by non-profit

organisations (CSR Asia, 2013). On the one hand, companies hope to have a clear scope and pre-training to facilitate smooth and effective SBV. However, non-profit organisations on tight budgets have stipulations about how grant funds can be spent, with staffing being a significant overhead expense, and operationally, staff can be overburdened when they have to provide repeated training to different groups of volunteers (Letts & Holly, 2017; Lowenberg-DeBoer & Akdere, 2018; Pichler, Varma, Yu, Beenen, & Davoudpour, 2014; Selden, Lee, & Thompson, 2013; Selden & Sowa, 2015). On the other hand, while companies hope to leverage SBV to develop their employees' skills, non-profits' primary motivation is to access employees' skills, not necessarily develop new ones (Dempsey-Brench & Shantz, 2022). These reasons paint a picture of gaps in expectations and actions between relevant stakeholders in SBV.

1.4. Motivations and Design of Study 1

1.4.1. Lack of a holistic approach to understanding SBV

Noting the popularity of SBV and its potential issues, more research is investigating it. SBV studies can be categorized into three strands. The first strand examines the drivers and strategies for companies to develop SBV programs. It is found that some companies develop SBV programs for reputation, skills development, and team building for their employees (Caligiuri et al., 2013; Cycyota, Ferrante, & Schroeder, 2016; Nave & Paco, 2013). Companies also design the SBV program as a part of the job enrichment program (Grant, 2012; Rodell, 2013). The second strand investigates SBV from the non-profits' perspectives, aiming to understand the benefits and obstacles in this type of program (Roza, Shachar, Meijs, & Hustinx, 2017; Samuel, Roza, & Meijs, 2016). Hence, the third strand looks at SBV from employees' perspective, focusing on whether employees become better motivated (Clary & Snyder, 1999; Geroy, Wright, & Jaboby, 2000), experience belongingness (Glavas, 2016; Im & Chung, 2018), improve skills (McCallum, Schmid, & Price,

2013; Muthuri et al., 2009), or better wellbeing outside their organisation (Rodell, 2013; Rodell & Lynch, 2016).

However, these existing studies examine SBV from the perspectives of the three stakeholders respectively. Little effort has been made to cross-compare, validate, and integrate the experience and perceptions of SBV from companies, employee volunteers, and non-profit organisations simultaneously. Findings tend to be biased towards one side, failing to address the gaps between different groups of stakeholders' expectations and needs.

1.4.2. Shortcomings in the current value co-creation theories

In a series of Harvard Business Review articles, Porter and Kramer (2002, 2006, 2011) posed the concept of "creating shared value" via Corporate Social Responsibility or CSR. They have posited a context-focused strategic CSR approach, suggesting that firms use their unique resources and expertise to address social and environmental needs in the corporate context to converge social and economic goals. They have suggested three ways of creating shared value via CSR, i.e., (1) reconceiving products and markets by meeting social needs while better serving existing markets, accessing new ones, or lowering costs through innovation, (2) redefining productivity in the value chain while addressing social problems such as pollution, drought, and poor education that can be detrimental to the firm's value chain, and (3) enabling local cluster through developing partnership collaborations across sectors to tackle local issues, which helps ensure the company's access to reliable local suppliers, a functioning infrastructure of roads and telecommunications, access to talent, and an effective and predictable legal system. In a similar vein, Rangan, Chase, and Karim (2015) pointed out that most companies have long practised a multifaceted version of CSR that runs from pure philanthropy to environmental sustainability to the active pursuit of shared value. The authors show that companies' CSR activities are typically divided among three theatres of practice. While Theatre 1 CSR programs focus on traditional philanthropy, in their study, Theatre 2 CSR programs function within existing business models to deliver social or environmental benefits in

ways that support a company's operations across the value chain, often improving efficiency and effectiveness. Theatre 3 CSR programs create new forms of business specifically to improve business performance while achieving social or environmental results. While these scholars have identified innovative business models for value co-creation, they did not go deeper into the details of how to design, implement and measure such co-creation business models.

1.4.3. Theoretical Foundation, Approach and Research Question for Study 1

In this context, Dempsey-Brench and Shantz (2022), in their SBV literature review, highlight that SBV could be a way of co-creating values for multiple stakeholders, considering it may meet senior managers' needs to develop a talent pipeline; employees' needs to find purpose in their work; and community needs via improved non-profit management processes. It aligns with Porter and Krammer's (2011) third business model and Rangan, Chase, and Karim's (2015) Theatre 3 program. Making SBV work for all requires us to take on a holistic approach, integrating multiple stakeholders' perspectives to develop a co-creation strategy.

Regarding the implementation of co-creating value, Hewett and Shantz (2021) developed the concept of HR co-creation, suggesting that HR and stakeholders could optimise value through collaborative efforts to innovate in the design and use of HR practices to better satisfy multiple stakeholders' needs. They identify three conditions that provide a nurturing environment for HR co-creation: ability-based trust, psychological safety, and when parties use and appreciate power based on knowledge and relationships. Although focusing on HR co-creation, the same framework could be applied to the company's effort in SBV co-creation. As a result, in the first study, I rely on the HR co-creation model as the theoretical underpinning to conduct focus group interviews with three stakeholders, company managers, employees and non-profits, to understand how a successful SBV can be co-created to achieve triple win outcomes.

1.5. Motivations and Design for Study 2

1.5.1. SBV employee volunteers and their engagement

It is notable that employee volunteers serve as the nexus between their company and the non-profit organisation and are delegated to operationalise SBV. Essentially, the employee volunteers' motivation to commit to donate their skills and gain in the process that ideally connects their company and non-profits to make the SBV successful and sustainable. One issue about the employee volunteers that concerns the companies and non-profit organisations is their commitment to SBV and their engagement in the workplace after participating in SBV. Employee engagement is the energetic state whereby an employee is dedicated to achieving excellent performance at work and is confident of their effectiveness (Naudé & Rothmann, 2006). Engaged employees draw more of themselves, physically, emotionally, and cognitively, into their roles, which sets them apart from others (Kahn, 1990; Macey & Schneider, 2009). It is often acknowledged that the most sought-after employees are engaged with their work (Bakker & Leiter, 2010).

Based on decades of employee engagement research, Gallup (2023) reports that only 21 per cent of employees worldwide and 33 per cent in the US fall into the "engaged" category. Moreover, existing research presents conflicting findings on the impact of SBV on employee engagement. On the one hand, some studies show that SBV benefits employees in terms of their satisfaction, learning, and motivation (Paco & Nave, 2013; Pajo & Lee, 2011) and what they can bring to their regular jobs (Caligiuri et al., 2013). On the other hand, employees report a stressful work-life balance resulting from their involvement in such programs (Zhang, Wang, & Jia, 2021), which in turn, can result in negative externality and reduced engagement. Evidence by Loi, Kuhn, Sahaym, Butterfield, and Tripp (2020) suggests that SBV can lead to deviant behaviours in the workplace. With the mixed findings, the nature of the relationship between volunteering and the workplace remains unclear (Rodell, 2013; Rodell, Breitsohl, Schröder, & Keating, 2016), and little is known of the mechanisms

that explain employees' decisions to volunteer and whether their participation has spillover effects on their engagement at work (Edwards & Rothbard, 2000; Grant, 2012).

1.5.2. Theoretical Foundation, Approach and Research Question for Study 2

In the second study, I focus on the research question: what are the conditions and mechanisms that facilitate employees' participation in SBV and engagement back in the workplace? I draw on Kahn's engagement theory (1990) to answer this question. Kahn's (1990) engagement theory established three psychological conditions associated with engagement or disengagement at work: meaningfulness, psychological safety, and psychological availability. Meaningfulness is the positive "sense of return on investments of self in role performance" (Kahn, 1990: p.705). Psychological safety is defined as the ability to show oneself "without fear or negative consequences to self-image, status, or career (Kahn, 1990:705). Psychological availability is defined as the "sense of possessing the physical, emotional, and psychological resources necessary" (Kahn, 1990: p.705).

Building upon this theoretical framework, study 2 employs a quantitative approach to investigate how employees' participation in SBV and engagement in the workplace is influenced by three constructs: (1) self-significance and others-significance motivations, which will influence employee volunteers' perceived meaningfulness, (2) SBV-related organisational support, which will influence employee volunteers' psychological safety, and (3) core self-evaluation, which will influence employee volunteers' psychological availability. Thus, the research responds to the call to develop a more comprehensive understanding of the conditions under which CV enriches versus depletes job performance and relevant job behaviours (Grant, 2012, p. 608).

Figure 1. Research Design of the Thesis

Employee volunteers serve as the
nexus between their company and
the non-profit organization to
operationalize SBV

Study 1: A stakeholder approach to examine SBV	**Study 2: SBV and Employee Engagement**
Research gap: Practically, gaps exist in expectations and actions between relevant stakeholders in SBV. Theoretically, existing studies examine SBV from the perspectives of the three stakeholders respectively. There is a lack of a holistic approach in understanding SBV.	**Research gap:** Practically, employee engagement level is getting low across the world and companies are trying to leverage SBV to engage employees. Theoretically, mixed findings about the relationship between volunteering and the workplace. Little is known of the mechanisms that explain employees' decisions to volunteer and whether their participation has spillover effects on their engagement at work.
Research question: How can a successful SBV be co-created to achieve triple-win outcomes for three groups of stakeholders, company managers, employees and non-profits?	**Research question:** How employees' participation in SBV and engagement in the workplace is influenced by three SBV design components: (1) self-significance and others-significance motivations, (2) SBV-related organizational support, and (3) core self-evaluation.
Theoretical underpinning: Concept of HR co-creation by Hewett and Shantz (2021)	**Theoretical underpinning:** Kahn's engagement theory (1990)
Methodology: 3 focus group interviews with SBV managers, employee volunteers and non-profit organization staff and volunteers, respectively.	**Methodology:** PLS-SEM analysis based on survey data collected from 299 employee volunteers
Main findings: A value co-creation model via SBV comprises of two components: 1. Value co-created through employee volunteers' skills 2. Conditions for value co-creation	**Main findings:** 1. Volunteers find more meaningfulness from helping others than developing themselves in SBV, while meaningfulness increases SBV participation and workplace engagement. 2. Core self-evaluation influences psychological availability positively, which further increases CV participation and workplace engagement. 3. Psychological safety built on perceived organizational support has a direct impact on CV participation, but an indirect impact on workplace engagement.

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1.6. Significance of the Thesis

Study 1, drawing on the HR co-creation model (Hewett and Shantz, 2021) as the theoretical underpinning, conducts focus group interviews with three groups of stakeholders, company managers, employees and a non-profit organisation to understand how a successful SBV can be co-created to achieve triple win outcomes. The findings provide important implications for academics and practitioners. Theoretically, our focus group interviews cross-compare, validate, and integrate the experience and perceptions of SBV from companies, employee volunteers, and non-profit organisations simultaneously and reveal a value co-creation model via SBV that allows triple wins for all the stakeholders. Such a model first suggests the importance of ensuring a match between the companies and employee volunteers in the context of the types of skills, scope of projects, time commitment needed, and pre-training to calibrate the use of skills. Second, it also gives a framework to measure the impact of SBV holistically in the interests of all three stakeholders. I also attribute the conditions of successful SBV to three main factors: facilitating information symmetry across stakeholders, building an SBV-inducive organisational culture and leveraging partners to tackle resource constraints. This study investigates important mechanisms and conditions under which value is co-created via SBV. Practically, our results reveal quite a few best practices of successful SBV currently undertaken by companies but also inform some potential good practices to improve SBV further as a value co-creation model.

Study 2 was among the first to test, drawing on Kahn's (1990) engagement theory, the three dimensions bringing positive outcomes in terms of SBV participation and engagement in the workplace. It advances the theoretical development of employee engagement. First, the findings empirically support that employee engagement is promoted through meaningfulness, psychological safety and psychological availability. The results provide insights that others-significance is a stronger design component than self-significance in enhancing meaningfulness, while employees with greater core self-evaluation will have greater psychological availability and employee

engagement. Psychological safety developed based on organisational support to SBV enhances the positive experience employees obtain from meaningful SBV and reduces the necessity of employees to have strong core self-evaluation to deal with competing demands. Theoretically, the results could establish a clear linkage between SBV participation and employee engagement.

Methodologically, according to Dempsey-Brench & Shantz (2022), SBV research is a nascent field in CV research and requires mixing different research methodologies to strengthen findings, better contextualize or explain results, or minimize the weaknesses of a single method (Creswell & Clark, 2012). In response to this call, this thesis adopts mixed-methods research employing quantitative and qualitative inquiries to better integrate SBV views from different stakeholders.

1.7. Structure of the Thesis

The thesis is structured around nine chapters. After this brief introduction, Chapter Two provides an overview of the existing literature on SBV to enhance its definition based on six criteria developed within the stakeholder approach. Subsequent sections of Chapter Two cover current company SBV practices, types of SBV, the composition of skills, employee skills practised and gained, and the impact (benefits and challenges) of SBV on companies, employees, and non-profits. This chapter also discusses the theoretical framework and critically assesses the literature on SBV. Next, Chapter Three lays the foundation for the quantitative aspect of the research, presenting literature to support the development of the research hypotheses. The quantitative study drew on Kahn's (1990) engagement theory. It investigated how companies can address three factors— meaningfulness, psychological safety, and psychological availability—influencing employee participation in SBV and engagement in the workplace when designing their SBV programs. I tested the hypotheses, developed eight models, and discussed the theoretical and practical contributions of the research. The findings enrich the knowledge base on SBV. Chapter Four discusses the research philosophy and methodology used for the qualitative and quantitative studies, including

decisions and reasons for the sample, data collection, and analytical approach. Chapters Five and Six report the findings from the qualitative and quantitative studies, respectively. In Chapter Seven, the results from the qualitative and quantitative studies are integrated into an overall discussion. Chapter Eight outlines the theoretical and practical implications of the research, and finally, Chapter Nine acknowledges the limitations of the research and points to future research directions.

Chapter 2: Literature Review on SBV and the Theoretical Underpinning for Study 1

SBV is one of the growing dimensions of corporate volunteering, where companies loan specialized skills of their employees to support non-profit organisations while developing new skills and competencies across the business. A recent systematic review of SBV reported only 36 articles dating from 1990 to 2021 (Dempsey-Brench & Shantz, 2022). However, the literature in the practitioner domain is rife with examples of SBV programs that show the realm of corporate and employee volunteering of work-related skills (e.g., de Gilder, Schuyt, & Breedijk, 2005; McCallum et al., 2013; Peloza & Hassey, 2006; Jones, 2016). A review of both streams of literature allowed researchers to build an understanding of SBV for skill development. This chapter follows a systematic review process to identify, screen, and assess the eligibility of the literature (Nolan & Garavan, 2016; Danese, Manfè, & Romano, 2018). Thematic analysis is then conducted based on the selected literature, followed by a critical assessment of the thematic findings and the research gap. Lastly, the theoretical underpinning used to frame the Study 1 research is introduced.

2.1. Literature screening process

2.1.1. Search scope

Following the systematic review process by Nolan and Garavan (2016), this study used six academic databases: Emerald-Insight, Semantic-Scholar, Wiley Online, Elsevier, ProQuest, and Google Scholar to search for relevant articles. The search concentrated on articles published in the primary category of business and management discipline and from the secondary category that publishes SBV occasionally: Human Resources /Organisational Behavior, Management, and Business Ethics categories are the primary literature source, while Non-profit, Applied Psychology, Vocation, and Education are secondary literature sources which include journals that occasionally publish research on both skills and employee volunteers.

The search on these databases includes representative and authoritative articles published in high-level journals. The 2022 Australia Business Deans Council (ABDC) journal ranking list was used to identify higher-quality journals classified as A*, A, or B. Articles were excluded based on the following criteria: personal volunteering undertaken by individuals outside of the work domain and employee-based sample (student, retired, or unemployed).

This study used two main searching techniques: advanced and manual searching on the six primary selected databases. The authors used the phrase searching function and the Boolean operator OR, AND, AND NOT to combine keywords in their advanced search process. For instance, the Boolean operator OR implies: To include one or more of the terms (such as synonyms, related terms, and variation); AND: To add terms and the terms may be far apart or to specify the search; AND NOT: To exclude specific terms.

First, the authors searched the Title and Abstract fields within the selected journals using several carefully selected key Boolean search terms. Several filters were applied to the database search process, guaranteeing the inclusion of only relevant publications. First, distinct search terms were set to identify the pertinent concepts associated with the research field. According to Wehner and Gentile (2012), employee volunteering is the most frequently used synonym for corporate volunteering with no systematic differences. Hence, the authors were led to study the terms corporate volunteer* and employee volunteer*. The use of the asterisk truncation symbol (*) allows the extension of the databases to search for different endings of the words. For articles for inclusion, the authors first carried out database searches using the terms "corporate volunteering" and "employee volunteering." Also, for work skills, the search led to "job skills," "hard skills," and "soft skills." To obtain a comprehensive review of skills-based volunteering. Besides a database of journal articles, both Johnson and Hennessy (2019) and Kitchenham and Charters (2007) suggest that researchers should consider grey literature that meets the criteria to answer the research question to obtain a comprehensive review. Taking their advice, the authors also reviewed SBV articles and

documents produced outside traditional publishing and distribution channels in the form of working papers and survey reports made available by relevant government agencies for the public.

Time scope: The scope of the search was from January 2004 to March 2023. The literature screening started in 2004 because Dreesbach-Bundy and Scheck (2017) reviewed the literature on CV from 1990 to 2015 and identified that since 2004, there has been a rapidly increasing interest in CV research.

2.1.2. Article screening process

Based on the abovementioned search scope, 190 articles were retrieved initially using the "searching by title" option. After removing duplicates, 137 articles remained for further screening. A two-stage screening method was adopted by applying the inclusion and exclusion criteria. First, articles were screened by reading their titles and abstracts. In many cases, inadequate information in abstracts made it difficult to determine whether some articles met our inclusion criteria (Nolan & Garavan, 2016), so these articles were then included in the second screening stage, i.e., reading the full text. After applying the inclusion and exclusion criteria, 110 articles were finally obtained for this study. The process of the systematic review is shown in Figure 2.

Figure 2: Systematic Review of Literature

Identification
Identify the current status (main themes of findings) of research on SBV

Broadly Defining SBV
Defining SBV from the corporate and employee volunteering context

Setting the inclusion criteria		
Search boundaries: ABCD ranked journals, Primary and Secondary subject areas, Electronic databases	Search terms: corporate volunteering, employee volunteering, job skills, hard skills, soft skills	Time scope: January 2004 to March 2023

Applying the exclusion criteria
Personal volunteering undertaken by individuals outside of the work domain , and employee-based sample (student, retirees, or unemployed)

Validating search results	
Researcher A conducted independent data coding	Researcher B checked the data coding

Validating data coding
In case of disagreement, the two researchers revisited articles for recoding to ensure inter-rater reliability

2.1.3. Thematic analysis of the literature

Thereafter, a thematic analysis was applied to 110 articles identified. This method is commonly used to identify, analyze, and report patterns (themes) within data (Braun & Clarke, 2006). The thematic analysis was conducted in four steps (Riboldazzi, Capriello, & Martin, 2021). First, open coding was performed to code the articles according to the main concepts emerging from the text. Second, codes with similar meanings used by different authors were categorized into various sub-themes. Third, axial coding was performed by grouping the sub-themes based on their relationships into themes (Douglas, 2003), often pointing to a clear research subject. Fourth, differences and similarities among themes were assessed using affinity analysis, merging the themes into overarching themes. The four steps of thematic analysis were carried out by two authors independently and then cross-compared. Disagreement was discussed until at least two authors agreed to avoid subjective coding or categorizing and ensure reliability and rigour.

The thematic analysis reveals seven overarching themes, including the (1) definition of SBV, (2) SBV practised by companies, (3) the role of human resources and line managers in navigating and facilitating SBV, (4) types of SBV programs, (5) critical assessment of the SBV literature, (6) types of skills volunteered, practised and gained, and finally (7) impact of SBV on companies, employee volunteers and non-profit organisations. The following sections discuss the themes in greater detail.

2.2. Definition of skills-based volunteering

The first definition was derived from the Corporation for National and Community Service (2014) and has an employee-centric focus. Several studies (Cook & Burchell, 2018; McCallum et al., 2013; Steimel, 2018) relied on the definition by Chief Executives for Corporate Purpose (CECP): "An employee skills-based volunteerism program matches the skills, expertise, talents,

and education of individual employees with the specific needs of a non-profit organisation" (McCallum et al., 2013: p.480).

Dempsey-Brench & Shantz (2022) provided another definition: "Skills-based volunteering is a strategically driven activity that involves employees donating job-related skills and acquiring or developing skills through voluntary contributions to an external non-profit organisation that requires certain skill sets" (p.3).

Both definitions indicate four commonalities among SBV: 1) Employees' participation in SBV needs the company's endorsement and other organisational support. Companies could be active drivers, initiators, organizers, or facilitators; 2) Employees encouraged to contribute their professional skills; 3) Employees can acquire or develop work-related skills and knowledge from SBV; and finally, 4) There is need for a match between employees' skills and the non-profit's needs.

Other than the commonalities, Dempsey-Brench and Shantz's (2022) definition highlighted two unique features of SBV compared to general volunteering. First, SBV tends to be more strategic, actively driven, and tied to the company's stated purpose. Second, few studies mention that SBV practices are customized and tailored to the non-profits' requests (Cook & Burchell, 2018; Dempsey-Brench & Shantz, 2022; Letts & Holly, 2017).

Studies and empirical evidence suggest the importance of customization for employees' continued participation in CV programs. For instance, Grant (2012) first proposes that "jobs lacking in enrichment may motivate employees to contribute to their organisations in other ways, such as through volunteering" (p.607). Second, more importantly, an employee's longer-term engagement is predicted as the particular volunteering role becomes more salient and central, matching their identities (Grube & Piliavin, 2000; Lee, Piliavin, & Call, 1999). In another study, IBM's customized SBV offered employees the option of taking overseas

sabbaticals to volunteer and apply their business skills, thus satisfying their motives (Marquis & Kanter, 2010).

First, both studies (Grube & Piliavin, 2000; Marquis & Kanter, 2010) show that companies can customize SBV programs to cater to the preferences of various groups of employees (Van der Voort, Glac, & Meijs, 2009). Second, customization can sustain a relatively longer engagement from employee volunteers.

Customization is another emerging theme in the context and definition of SBV. A study by Liang, Amarakoon, Bird, and Pearson (2022) on an Australian non-profit organisation specializing in food rescue, Foodbank Victoria, attributes the customization of volunteer management as one of the reasons for its SBV success. The authors further explain that Foodbank Victoria's customization of volunteer management adopts a formalized process involving several key human resource practices, such as recruitment and selection, occupational health and safety training, recognition and voice, retention, and corporate volunteer engagement. In particular, its customized approach from the beginning of retention ends at the volunteering session by providing volunteer organisations feedback regarding the employees' performances. Therefore, customization greatly simplified the recruitment approach and bypassed time-consuming bureaucratic procedures appreciated by companies. Hence, in synergy, these customized practices help with corporate volunteers' retention and prolonged engagement.

Table 1 shows the six criteria to define SBV emerging from the literature. In the next section, I reviewed some cases reported by scholarly work and verified if the definitions are generalizable.

Table 1: Six Criteria To Define SBV

Mapped SBV of large small businesses and professional organisations (categories of companies are based on existing studies)	Cases reported by scholarly works	Company role (1)	Employee commitment (2)	Employees offer, acquire or develop work-related skills/talents/knowledge (3)	Matching skills to non-profit organisation's identified needs (4)	Strategic, actively driven and tied to the company's stated purpose (5)	Customization/tailored practices (6)
Large companies' SBV	Pfizer's Global Health Fellows (GHF) (McCallum et al., 2013; Pless & Borecka, 2014)	✓	✓	✓	✓	✓	✓
	IBM (McCallum et al., 2013)	✓	✓	✓	✓	✓	✓
Professional companies' SBV	South Korean law firms' pro-bono service (Whalen-Bridge, 2019)	✓	✓	✓	✓	✓	✓
SMEs' SBV	SME-BetterWorld Wireless joined a business advisory charity (Billion + Change, Blackbaud and Riggs Partners, 2014)	✓	✓	✓	✓	✓	✓
	Ad agency (Waller, 2010)	✓	✓	✓	✓	✓	✓

2.3. SBV practised by companies, professional organisations and small businesses.

SBV aims, practices, and engagement can be observed amongst multinational corporations (MNCs), professional organisations, and small and medium-sized businesses or enterprises (SMEs).

First, Pfizer's Global Health Fellows (GHF)(Table 1), when designing and implementing their SBV, had a clear strategic purpose: they aimed to assist local health organisations in underdeveloped countries to realize more advanced operational success. The program allowed the employees to participate in multicultural and low-resource situations and opportunities for personal and professional growth (McCallum et al., 2013). Pfizer's SBV proclaimed objectives were in community problem solving with strategic aims in leadership development and improving key stakeholder relationships, part of a talent development process or a career development program (Pless & Borecká, 2014). Next, one of IBM's SBV—On Demand Community (ODC)(Table 1) programs allows its employees to utilise IBM's web-based technological toolkit to support their respective communities. For example, IBM employee volunteers provide project management skills and develop technology strategies to help expose the community and non-profit organisations to appreciate IBM products better. As a result, IBM, through its ODC-SBV program, could generate potential business opportunities (McCallum et al., 2013).

Next, SBV seems prevalent among professional organisations, such as medical services or law firms. These SBV programs are often pro bono from a personal initiative or compelled by their profession (Omoto & Snyder, 1995; Wilson, 2000). For example, as shown in Table 1, the International Bar Association's (IBA) Annual Conference (Seoul, 2019) reported that since 2000, South Korea has imposed a pro bono legal requirement on lawyers of a minimum of 30 hours per year. In the event of non-compliance, there is a penalty provision for not fulfilling the pro bono minimum requirement of KRW20,000–30,000 (approx. US$16–24). Such an imposition is much to the opposition of South Korean lawyers and continues to raise controversies, as Whalen-Bridge (2019) reports. Although such pro bono instances stem from employees' initiative, professional companies provide relevant support by allowing time and flexibility for their better engagement. Therefore, these suggest that pro bono professionals can

customize their skills to meet clients' needs, hone their skills through volunteering hours that satisfy company or industry standards, and generate goodwill from the community, contributing back to the workplace.

While research on SBV is predominantly about large companies, practitioners' evidence can be found in SMEs' engagement in SBV. According to CECP's 2014 Giving in Numbers report, small businesses are part of the growing trend of corporate organisations engaging in SBV and pro bono, increasing from 30 per cent to just over 50 per cent in six years. For example, as shown in Table 1, a Billion + Change, Blackbaud and Riggs Partners (2014) reported ten US-based, small businesses from technology, manufacturing, designing, consulting, environmental, and education sectors, and others involved in SBV (Points of Light, 2015). Out of these ten cases is a start-up technology firm, BetterWorld Wireless. BetterWorld Wireless looks at SBV as core to its business and business model, and the firm leverages its employees' information technology skills to give back. For example, one of the SBV programs the company worked with is Black Girls Code, where BetterWorld Wireless employees participated in a day-long workshop for girls of colour ages 8-17. The company also donated 100 Android devices used in workshops that teach girls how to make mobile apps. In another SBV program, BetterWorld Wireless employee volunteers address the experience as part of their learning. First, employee volunteers are being trained first-hand to develop new skills in understanding customers' values, and second, these skills and enthusiasm are channelled back to the workplace to serve them better. Examples of SME-SBV and more can be found in the Billion + Change, Blackbaud and Riggs Partners (2014) report, and they highlight the six dimensions from strategic focus to customization defining SBV.

In another study on small and medium-sized advertising agencies (Table 1), their community pro bono work was tied to definite business reasons: for instance, creative opportunities, motivating staff, gaining exposure, increasing agency profile/prestige, and

attracting paying clients (Waller, 2010). These small businesses find SBV challenging yet can offer more meaningful opportunities by tapping into skills they are uniquely qualified to offer to non-profit organisations needing them and meeting business goals.

While the above are from the primary literature, secondary literature in vocation and education has a long history of identifying skills, qualities, attitudes, and behaviours in preparing young adults for workplace readiness. In this regard, workplace readiness can be referred to as the essential skills (technical and interpersonal skills) required by employers in the workplace for those entering the workforce (Beard, 2007); Paisey & Paisey, 2010); Oosthuizen, Lange, & Beatson, 2021), Plant, Barac, & Sarens, 2019). These studies show credible evidence that employers are more likely to hire accounting students engaged in internships and work placements (out-of-classroom programs) because they develop various essential skills required in the workplace. Similarly, Tan, Laswad and Frances Chua found that 70 per cent of accounting students from an accountancy club that participated in extra-curricular volunteering providing free advice and training for small-to-medium not-for-profit community organisations under the supervision of chartered accountants, applied their knowledge to real work settings, connected theory with practice and developed several personal and interpersonal skills. Hence, SBV prepared these accounting student graduates with the essential skills employers seek, which helps bridge the employability skill gaps.

Another recent study aimed to recognize young adults' skills better and understand the skill development process from the perspectives of volunteering educationalists, employers, and entrepreneurs (Fettes, Evans, & Kashefpakdel, 2020). Part of their research design was a ten-member business advisory group of entrepreneurs from small, medium, and large companies to help better prepare young adults entering the workforce, focusing on their skill development. These business entrepreneurs sponsoring SBV programs mentored young and disadvantaged adults to help them settle into the workplace, become familiar with working cultures and

practices, or start and grow their businesses. One possible argument for SMEs in SBV is future talent acquisition (Dempsey-Brench & Shantz, 2022).

I mapped a few typical SBV examples of large and small companies in Table 1 above. In summary, when looking into business practices, I find that SBV can fulfil almost all the criteria given in the definition, regardless of which motivation drives the SBV programs and with little regard to the company size.

Therefore, I will apply the six-dimension definition: "SBV is a company-supported volunteering program, which channels employees' commitment in terms of time and skills to provide a customized solution to meet non-profit organisations' needs while aligning with the company's strategic purpose." During the process, employees will apply, acquire or develop their skills. With such a general definition, a few points deserve further investigation when looking into the design and implementation of SBV. For example, whether the company plays a role in SBV and to what extent the role could vary. Such roles could be driver, initiator, organizer, or facilitator. Which role will be more effective in realizing the potential of skills-based volunteering? Second, how much commitment should be expected from employees to leverage and develop their skills with non-profits effectively? Third, employees' skills are instrumental in SBV. However, what skills are applied, acquired, and developed to bring value to employees and the company? How does customization help with the acquisition and development of skills? Fourth, how do companies match employees' skills with the non-profit organisational needs? Fifth, although strategic alignment is imperative in SBV for large companies, do companies expect some level of professionalism from the non-profits in partnership? Also, given SMEs' limited resources, do these businesses engage in SBV because of compliance reasons or management's conviction or belief? In summary, the definition of SBV suggests that a multi-stakeholder perspective is needed to understand, design and implement SBV.

2.4. Role of Human Resources (HR) department and line managers in navigating and

facilitating SBV

Literature has widely acknowledged that the HR department is a key player in CSR, and some recent studies advocate that HR should claim a more active role, particularly in SBV collaborating with multiple stakeholders to create value (De Stefano, Bagdadli, & Camuffo, 2018; Hewett & Shantz, 2021; Stahl, Brewster, Collings, & Hajroe, 2020; Voegtlin & Greenwood, 2016). Few studies report that institutional and stakeholder pressures influence companies to set up a separate CSR department, not necessarily connected with HR. Such a department would function within a company by having highly knowledgeable specialists from different organisational hierarchies to develop and implement CV initiatives (Mirvis, 2008; Vashchenko, 2018). For instance, one of the three case companies studied by Vashchenko (2017) is the Maersk Group, and its three CSR specialists hold the job titles of Lead Advisors in Governance and Communication and Director of Group Sustainability.

Dempsey-Brench and Shantz (2022) agree that HR managers can work together with CSR specialists (Gond, Igalens, Swaen, & El Akremi, 2011) to design volunteering programs that optimize the use of employee's skills and gain new skills while ensuring the advance of non-profit organisation's cause. Around the same period, Hewett and Shantz (2021) called for HR and internal and external stakeholders to create value through collaborative efforts to problem-solve and innovate in the design and the use of HR practices to satisfy multiple stakeholders' needs. An example of a salient stakeholder is a senior manager needing "responsiveness to business demands," and in response, their HR practice is to "engage in workforce planning to identify skill and resource needs for next 1–5 years" (p.3). Hence, the authors introduced the theory of HR co-creation, conceptualized as a continuous process focusing on *value* as a sum of multiple stakeholder interests satisfied. For instance, SBV may meet senior managers' needs to develop a talent pipeline, employees' needs to find purpose in their work, and community

needs through improved non-profit management processes. Moreover, Dempsey-Brench & Shantz (2022) suggested that HR managers, together with CSR specialists, should have meaningful SBV conversations as follows: a) aligning SBV with the firm's mission or CSR strategy, perhaps integrating with leadership development or talent management programs from an HR perspective, b) possible ways for learning and development from volunteering to be transferred to the workplace from line manager perspective, and c) CSR specialists work together with HR managers to design SBV programs that optimize employee skill use to gain new skills while ensuring that the non-profit partners advance their cause.

Another stream in HR literature focuses on the growing and global trend of devolving HR responsibilities from human resource managers to line managers (e.g., middle managers) (Kulik & Perry, 2008). Briefly, the devolution of HR responsibilities to middle managers has been defined as ''the redistribution or transfer of personnel tasks or activities traditionally carried out by human resources specialists to middle managers'' (Hoogendorn & Brewster,1992:4; Brewster, HoltLarsen & Trompenaars, 1992:412; Hall & Torrington, 1998a:46). This is partly attributed to a motivation to reduce operational costs and improve the efficiency of broader Human Resource Management (Sheenan, 2012). Hence, the implication is that the role and responsibilities of line managers have expanded beyond their traditional supervisory positions in the workplace (Purcell & Hutchinson, 2007; Evans, 2017). This strand of literature indicates that line managers play a vital role in employer-employee relationships (Kuvass & Dysvik, 2010),

Along this line of thinking, one of the new HR roles expected of line managers is to initiate, organize and facilitate CV. Studies show that line managers can support employer-led CV by helping employees internalize the practice (Geroy et al., 2000; Grant, 2012; Peloza & Hassey, 2006). For instance, line managers are gatekeepers of volunteer programs (Bussell & Forbes, 2008; Vian, McCoy, Richards, Connelly, & Feeley, 2007); they exert informative influence by

providing information to encourage volunteering (Hu, Jiang, Mo, Chen, & Shi, 2016), or create

normative influence by role modelling in volunteering to send strong signals of value for

employee participation (Cialdini & Goldstein, 2004). These are some examples that indicate

line manager's buy-in for CV (i.e., acceptance and willingness to support actively) that

complements the research on the volunteering climate within the workplace (Rodell, Booth,

Lynch, & Zipay, 2017; Studer & Von Schnurbein, 2013).

While the above studies show the positive side of line managers supporting employees to

internalize CVs, on the contrary, in practice, line managers will evidently face the pressure of

prioritizing corporate economic targets over volunteering. Hence, their facilitating role can be

limited, as indicated by the following two studies. In both Caligiuri's SBV studies (Caligiuri et

al., 2013; Caligiuri, Mencin, Jayne, &Traylor, 2019), the line manager participants were asked

to assess the competencies of returning skills-based volunteers through surveys. Their

responses were a low 16 per cent in the 2013 study, followed by a higher 31 per cent in the

2019 study. Hence, this statistical evidence indicates the organisational challenges of meeting

economic performance line managers face as facilitators of SBV across organisations. Often

referred to as the 'squeezed middle' (Cook, Burchell, Thiery, Taposh, & Roy, 2021), mainly due

to the range of responsibilities they are expected to take on, line managers may face conflicting

demands simultaneously from the company, and their employees to facilitate CV programs on

top of meeting corporate economic targets: therefore, based on the evidence given, line

managers can sometimes be facilitators and, other times, inhibitors of CV (Wickert & Bakker,

2019). Correspondingly, given the level of operational involvement that SBV entails, not all

departmental line managers of a company would endorse SBV, primarily explained by the

constraints in job demands and resources part of job characteristics (Bakker & Demerouti,

2007). Hence, Dempsey-Brench and Shantz (2022) believe these are some of the conversation-

starter questions that may prompt the development of innovative SBV programs that meet multiple and salient stakeholder needs.

In conclusion, the literature points out two critical directions regarding the question of who should lead SBV programs. First, there is a general agreement that the HR department has an essential, if not critical, claim to take an active role in initiating and facilitating SBV. Second, as part of the cost-cutting organisational strategy, giving line managers the power and authority to implement HR policies seems to grant line mangers more power to influence employees' engagement in SBV, at least at the operational level (Kulik & Perry, 2008). Nevertheless, some issues exist. For example, there is little consensus on how the HR department could involve all the relevant stakeholders, including the line managers who face competing demands of meeting the bottom line and facilitating SBV, in making successful SBV. So, more research is called for to understand how HR could play its role in facilitating a value co-creation model of SBV, benefiting multiple stakeholders, such as companies, line managers, employees and non-profits simultaneously.

2.5. Types of skills-based volunteering programs

The literature generally points to three types of SBV programs, i.e., the skilled-day-of-service model, the project-consulting model, and the International Service-Learning Project (ISLP). They are all strategically designed with different goals and impacts on skill development.

In a skilled-day-of-service (DOS) model, several teams of employees and non-profits come together for a few days to address a challenge. Such a model is ideal for companies exploring SBV or when short time commitment is more appealing (Letts & Holly, 2017). However, Letts and Holly (2017) explain the three conditions the CSR team worked on in designing and implementing DOS: a) the advance time needed by companies and non-profits

to prepare a realistic scope of work, b) to form the right team of volunteers, and c) to design an event that allows for various forms of applying skills, gathering information and generating solutions. They shared a DOS-SBV example of the US-based financial services company Charles Schwab's Pro bono challenge, which illustrates the three conditions well. Such a challenge-based SBV connects hundreds of Charles Schwab's employees to more than 75 non-profit organisations across nine regions to address their strategic questions in conjunction with expansion, branding, and operations within a few hours. In its design, hundreds of Schwab's volunteers had to spend weeks working with non-profits for operational planning purposes. The professional employee skills were also matched to the non-profit organisation's needs. Schwab's volunteers applied their professional strategic planning, branding and operations skills to help solve non-profit organisational issues.

On the contrary, some literature identifies DOS-SBV programs as episodic, short-term, event, and task-specific, yet with little longer-term commitment (Beder & Fast, 2008). Beder and Fast (2008) explain that although DOS-SBV events can galvanize popular interest from employee volunteers to offer short-term services, they still lack volunteers' commitment to the non-profit organisation or the non-profit cause. In conjunction, Cnaan, Meijs, Brudney, Hersberger-Langloh, Okada, and Abu-Rumman (2022) examined that popular programs for employee volunteers may last an afternoon, a day, a weekend, or even a month. When it is completed, however, the employee volunteers disappear from the non-profit entirely or for a protracted period. Despite these arguments about DOS-SBV's episodic nature, on a positive note, it usually calls for teams of people in hundreds to solve complex operational problems within a short duration. Therefore, Cnaan et al. (2022) point out that a change in perspective is required for episodic volunteering, where highly specialized corporate and pro bono volunteers bring legal, accounting, risk management, and project management skills considered assets to non-profit organisations.

The second is the project-consulting model, which connects individuals or teams to scoped non-profit projects for a more extended period, from six weeks to six months. For a project consulting model, Letts and Holly (2017) explain that the goal and purpose of the company matter even more, and its implementation requires far greater investments in time, people, and other resources than the DOS-SBV. This model can be integrated into a company's talent and leadership development initiatives, where employees are hand-tapped for their specific executive, leadership, or functional skills. The authors also highlighted that the longer-term project-consulting model allows employee volunteers to extend their skills without compromising quality service to the non-profits. This CV program, in turn, gives non-profits the much-needed skills and management talent for free with longer commitment from skills-based employee volunteers. Despite the challenges for companies and non-profits to implement and manage, Letts and Holly (2017) recommend that non-profits tap into project consulting model programs as it lays the foundation to gain new knowledge, relationships, and creative problem-solving by companies and employees to realize higher-value and create lasting change compared to DOS-SBV programs.

The third form of SBV is International Service-Learning Programs (ISLPs). As indicated, corporate volunteers are deployed by their companies for three to six months in teams to overseas locations (mainly developing or emerging economies), partnering with a social-sector organisation (Caligiuri et al., 2013). ISLPs are designed to help employee volunteers build knowledge about themselves, professionally and personally, and the world around them. Thus, ISLPs offer a form of experiential service-learning (Kolb, 1984) for employee volunteers while contributing to creating social goods (Caligiuri et al., 2019; Pless, Maak, & Stahl, 2011). A few U.S. MNCs are well known for their engagement in ISLPs. For instance, Pfizer's "Global Health Fellows Program" and Novartis' "The Novartis Entrepreneurial Leadership Program" in the health sector, IBM's "Corporate Service Corps" and Intel's "Education Service Corps

Program" in the technology sector, and the accounting and professional sector, PricewaterhouseCoopers' "The Ulysses Program" (Pless & Boreck´a, 2014). Pless & Boreck´a (2014) explain that these large companies use external partner consultants that help match participants' skills and expertise with local non-profit organisations' needs. For instance, Ernst and Young (EY) worked with external partners to create EY's America's Corporate Responsibility Fellow Program. In other large companies, the skills-matching process is coordinated internally by program management or an internal local unit that partners with non-profit partner organisations。 For example, PricewaterhouseCoopers' internal unit collaborated with non-profits to launch the Ulysses Program in 2001. All of these ISLPs are programs with company developmental initiatives in which: first, employee volunteers cross international borders and provide service to local partners based primarily on the skills they use in their daily jobs; second, they can be engaged in SBV activities that fall beyond their daily job tasks and responsibilities; third, they carry out SBV projects that do not generate revenue for their firms and are intended to provide economic or social benefits to local businesses and communities (Pless & Borecka, 2014).

With the three types of SBV models available, one question remains unanswered by the literature: which one should a company adopt? The answer depends on the readiness of the relevant stakeholders, including the company, the employees and the non-profit organisations. In the context of the company's readiness for SBV, the most critical element for its success is whether SBV aligns with its strategic objectives and imperatives, such as talent development or employee engagement (Letts & Holly, 2017). For employee volunteer readiness, two valid questions arise. First, would the SBV program fit into their work schedules and business priorities in economic logistics, production, and business cycles, and second, would employees have sufficient control and flexibility with time off to align with SBV (Cycyota et al., 2016)? Indirectly, these questions reason that an employee's readiness in SBV can be either facilitated

or impeded by work context and corporate policies (Roza et al., 2017). Finally, the non-profit organisation's readiness is determined by its stability in operations and leadership for a skills-based volunteering project's success; however, little is known of the non-profit's management and internal staff's capacity for such projects (Eisner, Grimm, Maynard, & Washburn, 2009). Therefore, a holistic view is needed to understand the readiness of the relevant stakeholders for each type of SBV model.

2.6. Types of employee skills volunteered, practised, gained, and learning theories

The first half of this section aims to understand the use of different skill terminologies currently found in various secondary literature and skill development from different learning theories in the subsequent section.

2.6.1.   Skill applied and developed via SBV

It is often agreed that the most valuable employees in the workplace have a combination of hard and soft skills (Griffith & Hoppner, 2013) to indicate their competence at work. Soft skills, also known as interpersonal skills, are necessary for any position concerned with relationships with other people (i.e., work and life) (Ibrahim, Boerhannoeddin, & Bakare, 2017). On the other hand, hard skills or technical skills (Klaus, Rohman, & Hamaker, 2009) are a set of capabilities and knowledge that allow a person to perform a specific job (Cimatti, 2016; Robles, 2012). Some examples include products and marketing, engineering, and general computer skills (Lyu & Liu, 2021), operating vehicles or machines, or realizing tasks in a certain production process (Górski, Zawadzki, Buń, & Starzyńska, 2018).

Extant literature has little agreement on which soft or hard skills are more in demand in the workplace due to varying skill requirements. First, the importance of hard skills has long been acknowledged in the workplace, mainly because manipulating these skills more likely leads to measurable performance outcomes (Rainsbury, Hodges, Burchell, & Lay, 2002;

Hendarman & Cantner, 2018). From a training perspective, hard skills are more specific to their quantifiable abilities, and their tangible tasks are more likely to transfer than soft skills, which are less tangible and harder to quantify (Bronson, 2007). For instance, Bishop (2017), in response to new graduates and prospective employers, illustrates teachable abilities such as typing, writing, math, reading, and the ability to use software programs that institutions of higher learning excel at imparting to eager students. By contrast, soft skills, such as etiquette, getting along with others, listening, and engaging in small talk, are less tangible and harder to quantify. These soft skills are often thought of as a part of one's character and, until recently, have received scant attention from institutions of higher learning (Bishop, 2017). Therefore, it is agreed that equipping employees with hard skills is less challenging than soft skills because they are specific, teachable abilities that can be defined and measured.

However, recent literature shows that technical skills are no longer enough for workers to compete in this highly competitive global work environment, and soft skills are paramount in the 21st century (Dean & East, 2021). Such a debate also manifested in a study based on job postings from 2010 to 2019 in the US energy sector. For example, Lyu & Liu (2021) found that hard skills (such as products and marketing, engineering, and general computer skills) matter most in the energy sector, contrary to job postings requiring soft skills (such as social, cognitive, people management, project management, and customer service skill). Among these, products, marketing, and general computer skills are the most valuable hard skills contributing to energy firms' productivity. Then again, the authors found many variations in skill requirements, even within detailed occupation categories in job vacancies. For example, among engineers, petroleum engineer vacancies are much more likely to require soft skills in customer service than nuclear engineers, whereas social skills are more likely to be requested for nuclear engineer vacancies than other types of engineers.

In addition, there is a consensus that skills can be developed in various contexts through general practice and experience and by developing specific tasks and strategies (Lamri & Lubart, 2023). Growing evidence and research show that volunteering allows practice and experience for existing skills to develop; while some studies report a wide range of hard and soft skills applied, some developed and possibly new skills gained through SBV. For instance, Caligiuri et al. (2013) found that in SBV, employees applied and developed their technical skills in marketing, business development, change management, research and development, project management, supply chain management, information technology, data management, and human resources. Several studies, including Caligiuri et al.(2013), also mention gaining interpersonal skills from volunteering (Caliguiri et al., 2019; Jones, 2016; Loosemore & Bridgeman, 2017; McCallum et al., 2013; Pless et al., 2011; Pless & Maak, 2009; Steimel, 2018). Similarly, Pless and Borecḱa (2014) compared six ISLPs by US-based multinational corporations (MNCs) from three industries (i.e., health, technology, and accounting and professional services). They reported several skills applied and few skills gained by its employees. Their study revealed that the participants in several volunteer assignments offered business knowledge consultancy services in areas such as strategic planning, marketing, finance, information technology, or project management, involving a mix of complex, technical, and soft skills.

SBV literature also reports that employee volunteers benefit from developing soft, interpersonal, and cognitive skills. Examples include mentorship, motivating others, speaking clearly (Jones, 2016), teamwork and presentation (Jones, 2016; Dreesbach-Bundy & Scheck, 2017), collaboration and communication, and public speaking (Loosemore & Bridgeman, 2017; Nave & do Paço,2013; Tuffrey, 1998; Jones, 2016), creativity and problem-solving (Nave & do Paço,2013), and verbal and written communication, leadership or management and

project management skills (Dreesbach-Bundy & Scheck, 2017). Some examples of hard and

soft skills volunteered from prior studies are illustrated in Table 2.

Table 2: Skills Identified By Prior Studies
(empty cells indicate no skills identified)

Prior Studies with Skills identified	Soft Skills	Hard skills	Combined skills
Caligiuri et al. (2013)- Global pharmaceutical company employees volunteering in local and overseas nongovernment organisations (NGOs)	-	marketing, business development, change management, research and development, project management, supply chain management, information technology, and data management, and human resources	-
Pless and Borecka (2014)- compared six ISLPs by US-based multinational corporations from three industries (i.e., health, technology, and accounting and professional services).	-	-skills and knowledge in accounting, tax, audit, information technology, and project management(Ernst & Young)	-
		-technical installation, troubleshooting hardware, and software training for teachers, students, and school leaders on the effective use of technology(INTEL)	-Pfizer's employee volunteers serving as nurses, doctors, teachers, and business consultants offered their skills in optimizing supply chains and business functions, health prevention approaches, administration system development, non-clinical and clinical training, and sales and marketing.
			- stakeholder dialogue/ engagement in low-income settings, analyzing market conditions and patient journeys, developing business models, or improving service delivery opportunities (part of enhancing logistics in the developing country)(Novartis). - creating framework for good governance, anticorruption and poverty reduction, -developing a strategy and business plan for sustainable growth -designing a micro

			finance credit-loaning model for SMEs in the region. (PricewaterhouseCoopers) - Increasing the competitiveness of SMEs by, e.g. Strategy development, Marketing HR management Organisational design, special projects (web sites, feasibility studies, proposals for funding(IBM).
Jones (2016) Jones(2016); Dreesbach-Bundy & Scheck, 2017),	-mentorship, motivating others, public speaking, -teamwork, presentation	-	-
Loosemore & Bridgeman, 2017; Nave & do Paço,2013; Tuffrey, 1998)	-collaboration and communication, and public speaking	-	-
Nave & do Paço,2013), Dreesbach-Bundy & Scheck, 2017).	-creativity and problem-solving -verbal and written communication, -leadership or management and project management skills	-	-
Mazanec, J. (2022).	-managerial and communication skills	-	-

2.6.2. Mechanisms to develop skills via SBV

Some studies investigated the mechanisms or conditions through which SBV helps with employee volunteers' skill development, mainly relying on different learning theories. First, Caligiuri et al. (2013) adopted the social learning theory. They highlighted some social conditions necessary to enable successful learning for employees through SBV, such as engaging with their surroundings to practice newly learned behaviours, receiving feedback from coworkers or supervisors, and creating a safe, professional environment provided by non-profit organisations. Jones (2016) expanded further on the social support theory and showed that pre-volunteering workshops and higher self-efficacy of employee volunteers contribute to successful learning via SBV. Briefly, self-efficacy, initially proposed by the psychologist Albert Bandura (1982), is a psychological mechanism whereby an individual believes in their capacity to act in the ways necessary to reach specific goals.

Next, Bartsch (2012) applied a combination of adult emotional and experiential learning theories to the case of the Blickwechsel program and revealed a four-step learning process through SBV for manager volunteers. For example, during the program's introduction phase, the preparation workshop equipped manager volunteers with the necessary pre-knowledge and skills for volunteering in the facilities ahead. The following week, they were immersed in practical experience at the facility, where the manager volunteers kept a diary to reflect on their experiences; manager volunteers related their experiences to the learning topics from the introductory workshop. Four months after the managers returned to work, a follow-up coaching indicated that their learning process involved all senses, from a cognitive level to an emotional one. The result of the learning process from the Blickwechsel SBV is that volunteering managers return to work with ideas on how to apply the learnings they made, which can be construed as skill development (Lamri & Lubart, 2023).

Third, in line with adult learning theory, McCallum et al. (2013) studied three employee skills-based volunteerism programs of PricewaterhouseCoopers (PwC), Pfizer, and IBM because they excelled in designing and implementing them. They identified three conditions for SBV-based learning to occur: a) involvement of employees in the planning and evaluation of the skills-based volunteering programs, b) relevance of the volunteering activity to their jobs and experiential (i.e., practical) volunteer activities, and c) problem-centred rather than content-centred learning environments. In line with adult learning, Malcolm Knowles (1970), in his seminal work, "The Modern Practice of Adult Education: Andragogy Versus Pedagogy," prescribes a different approach necessary in teaching adults. Particularly, employee volunteers wanting to work in a problem-centred instead of a content-centred environment (McCallum et al.,2013) implies the immediate application for what they learn (Knowles, 1970).

Fourth, building on experiential learning theory, Pless et al. (2011, 2012; 2014) conducted consecutive studies on ISLPs and revealed three mechanisms of SBV-based learning: a) cognitive processes or activities that build intellectual awareness such as knowledge gains, reflection on ethical issues, b) affective activities that enhance emotional awareness and self-evaluation (e.g., self-awareness, compassion), and c) behavioural activities that involve building skills and changing and behaviour (e.g., communication, network-building skills).

Apart from theories, other auxiliary learning tools and learning partners identified in the literature help skills-based volunteers improve their experience from volunteering. For instance, reflection and coaching (Bartsch, 2011; Pless & Maak, 2009), goal setting (helps volunteers to identify learning and how to apply to their professional role at work) (Bartsch, 2011) are some of the supporting learning tools. Having learning partners such as nongovernment organisations, social entrepreneurs, international organisations, and governments (Pless, Maak, & Waldman, 2012) aids the SBV experience.

Although the prior studies identified various skills that could be applied, developed, and gained through SBV, five questions remain understudied in extant literature. First, in practice, which type of skills, hard or soft, are more applied, developed, and gained to maximize the benefits of stakeholders such as employees, companies, and non-profit organisations? Second, given that the learning theories and mechanisms contribute to SBV literature on skill development, little is known about other mechanisms from the angle of employee volunteers' cognitive, affective, or behavioural developments. These questions seek more attention from scholars, and answers would help practitioners develop more effective SBV programs. Third, there is a lack of clarity on the contextual factors that aid skill development for returning employee volunteers. Is there another additional dimension to this? Perhaps important consideration should be given to the specific volunteering environments where employee volunteers will apply their skills. The fourth question poses that while most CV literature more often relies on employee reports of gaining skills or other competencies, little evidence from line managers is provided to confirm such employees' points of view. Until now, only three studies report managers' opinions on employee volunteers' skill development. First, Vian et al. (2007) revealed that 38 per cent of supervisors accounted for employee volunteers who gained "new technical or scientific learning" (p.23). Second, in Caligiuri et al.'s (2013) study, line managers were asked to assess whether the employees who had been volunteers had been able to apply any of the capabilities developed during the volunteer assignments to their regular job, but the response rate was very low (16 per cent). Similarly, a following study by Caligiuri and team tested the development of cross-cultural competencies of employee volunteers from an international corporate volunteerism program. Using a longitudinal design, before and six months after the volunteers returned to their business units, online surveys were sent to the employees' line managers, asking them to assess their cross-cultural competencies and captured managers' response rate of 63 per cent in the pre-test and 31 per cent in the post-test

(Caligiuri et al., 2019). Therefore, it is interesting to understand the managers' perspective regarding the benefits brought by SBV. Overall, a better understanding of how SBV facilitates applying and developing a value co-creation approach to engage multiple stakeholders is required.

2.7. Impact of SBV

2.7.1. Benefits and Challenges to Companies

Scholars applied several theories and provided empirical research to demonstrate the impact of SBV on organisational outcomes. At the business level, the main benefits of volunteering are a reputational advantage and access to new knowledge and capabilities (Breitsohl & Ehrig, 2017; Nave & de Paco, 2013; Peterson, 2004; Zappala & McLaren, 2004; Muthuri et al., 2009). For example, McCallum et al. (2013) explained new business developments, company reputation, cost reduction, business strategy, and partnership outcomes. Pless and Borecká (2014) showed that new knowledge, such as information on their supply chains and country-specific information obtained from ISLP, a type of SBV, could be strategically valuable for penetrating developing markets.

From a human resource development perspective, Booth et al. (2009) applied the gift exchange theory and proved that employee volunteering facilitated skills acquisition and reduced the company's training costs as part of organisational outcomes. In a similar vein, Caligiuri et al. (2013) reported improved employee performance from capability development and employee engagement from SBV. Other studies reported that employee volunteers participating in SBV developed positive attitudes towards their employer (i.e., organisational citizenship behaviour) and work (i.e., performance and attendance at work) (de-Gilder et al., 2005; Jones, 2010; Jones et al., 2014; Rodell et al.,2016). Considering these findings, SBV could increase human capital performance, converting it into financial performance benefiting companies (Dempsey-Brench & Shantz, 2022).

These benefits seem to contribute, at least indirectly, to companies' financial performance (Oware & Mallikarjunappa, 2021). For example, Oware and Mallikarjunappa (2021) investigated 80 firms listed on the Indian stock market. Their findings show that employee commitment in terms of skills, number of hours volunteering, employee cash, and material contribution provide substantive contributions that benefit the communities they support and the financial performance of their companies.

On the other hand, research also reports various challenges companies face in initiating and implementing SBV. In this section, the challenges are thought of from a cost-benefit approach, beginning with top management decision-making and proceeding to the challenges commonly found by middle managers in the implementation and evaluation stages of SBV.

In the decision-making to invest in corporate social performance, such as SBV being understood as a resource-intensive-community investment that is strategically and operationally driven (Dempsey-Brench & Shantz, 2022), the question of cost and benefit analysis is prioritized by top management.

However, a disconnection exists between the study of corporate social performance outcomes and financial performance measures, which has significant consequences. Peloza (2009) observes that almost four decades of research and more than a dozen meta-analyses have given insights into the relationship between corporate social performance and financial performance. Still, managers have been left to fend for themselves when tracking the economic impacts of their corporate social performance. For instance, top managers may hold back from investing in SBV, fearing that it will undermine financial performance, or they may overinvest in SBV to capitalize on popular sentiment, only to find that they have destroyed shareholder value.

The disconnection between SBV and organisational performance exists because the current metrics do not fully capture SBV's benefits to various stakeholders (Oware & Mallikarjunappa,2021). For example, a recycling SBV program might generate an obvious $1 million annual cost savings for the non-profit organisation, or pro bono Information Technology consultants overhauling the technology strategy of the non-profit would have saved its site staff valuable time relocated to working with beneficiaries. However, other potential benefits or indicators can exist from SBV, part of CSR reporting: employee training, skill development, grooming leadership, and employee well-being (Henriques & Sadorsky, 1999; Hillman & Keim, 2001). Regarding other stakeholders, researchers could and should assemble an inventory of the salient stakeholders of the firm and ensure that any metrics designed to assess the SBV-performance relationship capture the impacts on these various stakeholders. Besides the most frequent employees, customers have received research attention, while other stakeholders such as regulators, community activist groups, suppliers, media, and competitors receive much less attention (Peloza, 2009).

Once companies have justified the cost-benefit analysis strategically, the challenges middle management faces are associated with the operationalization of SBV. For example, research on whether and how to effectively design SBV programs to contribute specialized skills and talents to non-profit organisations is still nascent (Kramer & Kania, 2006; Porter & Kramer, 2002). Additionally, whether and how SBV program opportunities provide ways to engage participating employees, leading to new perspectives, approaches, and skills (Sieber, 1974; Geroy et al., 2000) remains scarce in research (Dempsey-Brench & Shantz, 2022). Hence, best practices based on evidence remain limited.

2.7.2. Benefits and Challenges to Employees

Volunteering literature suggests that employees are motivated by altruistic and egoistic motives, anchored in Clary et al.'s (1998) functional approach. In a similar vein, some studies

interpret altruism and egoism as "others-significance" and "self-significance", respectively, since volunteering can benefit others and benefit the self (Grant, 2012).

Of the twin motives, "self-significance" has closer connections with career-driven employees participating in SBV (Peloza & Hassay, 2008) since SBV provides opportunities for employee volunteers to develop skills. For example, a few highly cited studies report that employees who applied job-related skills in CV sharpened their skills (Caligiuri et al., 2013; Jones, 2010; McCallum et al., 2013; Peloza & Hassey, 2009; Peterson, 2004; Pless et al., 2011; Tuffrey, 1997). Networking is also another self-significance employee volunteers pursue from skills-based volunteers. Besides the basic economic needs for training opportunities and participation in decision-making, employee volunteers also have social networking needs (Tao, Song, Ferguson, & Kochhar, 2018). SBV helps employee volunteers build social network relationships with managers and other co-workers that span divisions and functions in an organisation (Muthuri et al., 2009), which helps with their careers (Haski-Leventhal, Kach, & Pournader, 2019). By strengthening their internal relationships with managers and co-workers, employee volunteers can create bonds that can, in turn, serve their job performance (Grant, 2012). Additionally, Bussell and Forbes (2002) argue that employee volunteers could extend their social networks beyond the workplace to the broader community, such as the government and the private sector, which later could help them in their jobs (Nazir, Ul Islam, & Rahman, 2021).

Regarding challenges, Steimel (2018) discovers that professionals in their capacity as volunteers offering their professional expertise and skills to non-profit organisations can experience tensions when in direct contact with beneficiary clients. Steimel (2018) documents tensions in three different spectrums: "the tensions of work and not work, the tensions of voluntary and not voluntary, and the tensions of professional and not professional" (p.21). First, an instance of work and not-work tension is when a medical officer reports being wary of the

consequences of offering skills-based volunteer medical work of poor standards, such as losing reputation, revoking their licenses, or even being expelled from the profession. This incident draws attention to Loosemore and Bridgeman (2017), who identified that some industries, such as construction, are highly regulated with risk assessments necessary for engaging in skills-based volunteering. Hence, this could be a challenge for similar sector-specific industries. Next, an example of voluntary and nonvoluntary tension is when professionals who are socially obligated through personal and work connections find it difficult to say "no" to those non-profits seeking the skills of professionals. Finally, to explain the last tension, several professionals report that non-profit clients treat them as less of an expert, based on the account that their professional services were free, which forms a paradox in SBV. In these situations, professionals could feel lashed back as it undermines their profession and industry and could hold a poor attitude toward SBV.

These mixed results suggest that some underlying conditioning factors could regulate the connection between SBV and employee volunteers' benefits and tensions. Some recent literature has tried to identify the conditions in CV. Examples include perceived organisational support, trust, perceived meaningfulness in volunteering projects, organisational citizenship behaviour (Im & Chung, 2018), and volunteers' self-efficacy (Eden & Kinnar, 1991). While the above literature addresses the organisational and individual conditions motivating employees to volunteer, it is unclear whether similar conditions could impact skills-based volunteering. Based on the literature reviewed, more investigations are needed to understand the conditions that facilitate employees' tackling the competing demand from SBV and their regular work.

2.7.3. Benefits and Challenges to Non-Profit organisations

Non-profits include a wide variety of organisations. They are ubiquitous and are part of the fabric of most global communities with a wide array of missions, such as local

neighbourhood associations, social service agencies, churches, hospitals, and private colleges and universities (Zietlow, Hankin, Seidner, & O'Brien, 2018). According to the Inland Revenue Authority of Singapore (IRAS), legally constituted non-profit organisations differ from for-profit organisations. Non-profits primarily aim to support or engage in public or private interest activities without commercial or monetary profit. When non-profit organisations earn a "profit," more accurately called a surplus, they retain it for their future activities and do not distribute their earnings amongst their members, unlike a for-profit organisation.

Unlike for-profit organisations, which generate revenues by charging premiums on their products or services, non-profit organisations rely mainly on donors and other sponsors (Conrad & Glenn, 1976). Their common tradition is relying on private contributions (in the form of individual donations, corporate gifts, or foundation grants), public support (e.g., government grants), and private sector payments in the form of user fees, membership fees (Zhu, Wang & Bart, 2016). As a result, although non-profit organisations have a significant role in impacting social, economic, and environmental issues, they face challenges to remain sustainable due to resource constraints prevalent in the non-profit sector (Ceptureanu, Ceptureanu, Orzan, & Marin, 2017; Gajdová, 2018; McDonald, Weerawardena, Madhavaram, & Mort, 2015). According to Ab Samad and Ahmad (2021), non-profit organisations face challenges in terms of lack of funds, lack of trust, and lack of cooperation and support from stakeholders. This scenario worsens during crises, for example, the Coronavirus (COVID-19) Pandemic, whereby most non-profit organisations have been hit hard due to decreased funding (CAF America, 2020; Linh & Anh, 2020). The inability to adapt to resource constraints may jeopardize the sustainability of these organisations. The unsustainable funding demands the need for non-profit organisations to explore new strategies to ensure their long-term survival. SBV is one of the possible solutions.

Research has shown various benefits non-profit organisations could gain from collaborating with companies on SBV programs. First, access to skills is the most frequently cited benefit (Bartel, 2001; Camilleri, 2016; Pless et al., 2011). A recent study on 22,328 U.S non-profits from the Arts and Cultural sector revealed that an average non-profit, to achieve its missions better, devotes at least 35 per cent of its budget to overheads (Altamimi & Liu. 2022). Their budget covers essentials spent on non-profit staff skills and training, financial and information technology systems required for operational effectiveness, and overall fundraising (Altamimi & Liu. 2022). Often restricted by the limited budget, non-profit organisations seek employee volunteers' skills, such as marketing, operations, strategic planning, finance, and technology (Letts & Holly, 2017). Corporate and professional knowledge and skills transfer contribute much to effectively running various non-profit organisations' operations (Andreasen, 1996; den Hond, Bakker, F.G, & Doh, 2015). Non-profit organisations thus enjoy cost savings in billable hours should the non-profit receive timely help from professional volunteers donating their time and skills.

Next, non-profit organisations could rely on companies to access other resources such as facilities and equipment. Letts and Holly (2017) provided an example when a non-profit organisation needed a specific piece of equipment to continue the installation of the system they were working on; the skills-based team leader went back to his office and brought back the equipment, saving the project a few weeks of acquisition time by the non-profit.

Third, studies show that skills-based volunteers often opened their networks to non-profit organisations (Muthuri et al., 2009; Steimel, 2018) and indirectly helped them develop new partnerships by providing them with the skills and knowledge to do so. For example, McCallum et al. (2013) found that non-profit organisations were better able to build relationships with external stakeholders through the skills that volunteers donated in operations, benefit from staff development, and cross-cultural expertise. Hence, non-profit organisations also gain

experience negotiating and implementing inter-organisational collaborative projects. Gaarder and McCommon (1990) shared an actual case of collaboration in SBV involving Hershey Food Corporation with Accelerated Cocoa Production Project, a partnership run by two non-profit organisations in collaboration with the US and the Belizean government agencies, to solve the growing concerns over the global decline in cocoa production and quality. Hence, SBV collaboration helped to strengthen the non-profit organisations' negotiation and partnership skills, which were critical to sustaining cocoa development in Belize, even after the project ended.

More often, non-profit organisations face problems in operation due to their non-commercial nature (Lu, Shon, & Zhang, 2020). Meanwhile, literature shows some challenges non-profits encounter engaging in SBV. Cook and Burchell (2018) added that volunteering partnerships are resource intensive; they require the non-profit staff to engage, supervise and train volunteers, and at times, volunteers could entail health and safety and risk assessments deemed necessary by the non-profits. For instance, Cook and Burchell (2018) shared non-profit "challenge days," where the non-profit staff finds it impractical to have numerous volunteers descending on them daily. As a result, non-profits can struggle with the administrative burden of volunteers' health and safety and risk issues. Similarly, instead of providing work relief from corporate volunteers, Letts and Holly (2017) reported that they could potentially increase the workload of non-profit staff by involving large numbers of episodic volunteers, such as skilled day-of-service (DOS) programs, to impose excessive burdens on them.

Most non-profit organisations work with various companies on short-term, one-off SBV projects (Lee, 2010). Therefore, it is rare for companies to develop SBV into a longer-term collaboration with non-profit organisations: a partnership relationship that might include other elements of support such as financial donations, in-kind products or services, generic skills donations, or marketing initiatives. Austin (2000), examining business and non-profit

partnerships, explains that partners hold increasingly high mutual expectations for performance and demand accountability for fulfilling commitments.

Such expectations could bring added stress to the non-profit staff over and above their daily running of the organisation and other volunteering programs. These could lead to mission drift, diverting non-profit resources from core tasks. For example, Letts & Holly (2017), in pursuing an SBV program, explain that non-profits spend considerable time and resources on internal assessment of their needs before seeking a business partner to help provide those skills. The cost is exceptionally high for smaller non-profits, particularly when many corporate partners approach the same non-profit organisation for volunteering opportunities. For smaller organisations, partnerships can be costly, as companies are often reluctant to pay for volunteering opportunities since they believe they already offer "free resources" to the non-profit. In addition, when more corporate partners are involved, non-profits may feel pressured to absorb more projects than usual to avoid turning down possible donations. Considering the demand for resources necessary to make SBV work better for all, non-profits are wary of their and the company's time (Letts & Holly, 2017).

To summarize, non-profit organisations wish for a long-term sustainable model where there is continued participation and collaboration that deepens the relationship between the corporate and non-profit sectors (Booth et al., 2009; Caligiuri et al., 2013; Letts & Holly, 2017; Roza et al., 2017). Hence, SBV has the potential to reap the best benefits for non-profit organisations; however, Cook and Burchell (2018) warned that capacity and infrastructure gaps might frustrate the effectiveness of these programs. As a result, it is essential to identify mechanisms to help non-profits leverage SBV with their limited resources.

2.8. Critical Assessment of the Literature: A Value Co-Creation View of SBV

The above literature review suggests that SBV creates value and affects the well-being of multiple stakeholders in different ways, including companies, employees and non-profits. However, existing studies tend to examine SBV from the perspectives of the three stakeholders respectively. Little effort has been made to cross-compare, validate, and integrate the experience and perceptions of SBV from companies, employee volunteers, and non-profit organisations simultaneously. Findings tend to be biased towards one side, failing to address the gaps between different groups of stakeholders' expectations and needs. Hence, a multi-stakeholder approach is called for to understand the value created via SBV and the design and implementation of SBV. In this section, I will define the value from a multi-stakeholder perspective and identify the theoretical underpinning to investigate value co-creation via SBV.

2.8.1. What Values and for Whom

Value is defined in the Oxford Dictionary as how much something is worth in money or other goods for which it can be exchanged or how much something is worth compared with its price. In the business context, traditionally, managers and scholars typically confine their interpretation of value creation to a one-dimensional objective of creating economic value for shareholders based on the assumption of "maximizing shareholder wealth" promoted by neoclassical economists. The stakeholder theory (Freeman, 1984; Parmar et al., 2010) argues that successful firms need to deal adequately with and create value for all their stakeholders. Similarly, corporate sustainability scholars emphasize the interdependencies between the business organisation and its societal and natural environment (Hörisch, Freeman, & Schaltegger, 2014). In this view, stakeholder value should be expected to generate various values that reflect different stakeholders' interests rather than single-mindedly emphasizing the one "objective function" of shareholder value on which economists agree (cf. Jensen, 2002, 2010). A similar point of view is posed by Donaldson and Walsh (2015), who argued that the

goal of business should not be solely shareholder value but what they term collective value, which is defined as "the agglomeration of the Business Participants' Benefits, [...] net of any aversive Business outcomes" (p. 188). This definition recognizes that businesses have impacts on and create value for a multiplicity of stakeholders, not just one group.

Such a multi-stakeholder perspective demands a broader conceptualization of the meaning of "value" (Waddock & Rasche, 2012). For example, managers and companies necessarily have multiple objective functions—or values- not all monetary—that drive their activities. Here, value creation can be extended to include values like being a reputable employer, a good corporate citizen, making excellent products or delivering excellent service, generating ecological benefits, and retaining customer loyalty. While it is obvious that employees expect financial rewards for their work, they are also attracted to companies because they provide meaningful work, a reputation as a good company to work for, and perhaps an opportunity to contribute to the greater good in some way, among other possibilities. Similarly, communities may expect companies to provide job opportunities, help with local educational and community development initiatives that create healthier citizens, provide or support infrastructure, and provide attractive business complexes that enhance communities overall. Consumers, for example, might expect to gain pleasure, reputational benefits, or status from purchases in addition to meeting needs. Of course, money is often involved in creating these attributes, but their "value" to different stakeholders includes and goes beyond just monetary benefits (see Waddock & Rasche, 2012).

2.8.2. Value Co-Creation via SBV

The multi-faceted conceptualization of value implies that firms must generate a variety of values that reflect stakeholders' interests. Following this logic, these stakeholders should also have significant inputs into firms' ability to co-create that value (Waddock & Rasche, 2012).

Drawing on Lepak, Smith, and Taylor (2007), the process of value creation is defined broadly as the process of creating a specific quality of a product, service, institution, task, or job perceived by stakeholders to meet needs (see Waddock & Rasche, 2012). The broad range of values that a business can create under such a redesign implies that the actual process of how and what value(s) is (are) created will change significantly from case to case (Lepak et al., 2007).

In the context of Corporate Social Responsibility (CSR), as mentioned in Section 1.4.2, Porter and Kramer (2002, 2006, 2011) posed the concept of "creating shared value" via CSR using a multi-stakeholder approach. They proposed a range of business models to facilitate the value co-creation for multiple stakeholders. However, they did not go deeper into the details of how to design, implement and measure such co-creation business models.

Regarding the implementation of co-creating value, Hewett and Shantz (2021) developed the concept of HR co-creation, suggesting that HR and stakeholders could optimize value through collaborative efforts to innovate in the design and use of HR practices to better satisfy multiple stakeholders' needs. In their theory of HR co-creation, Hewett and Shantz (2021) suggest that HR acts within a network of internal and external stakeholders and seeks to apply the service-dominant logic into business management practices, creating values for multiple stakeholders. Different from the goods-dominant logic, which assumes that the firm creates value through the generation of services or products that are sold to consumers to use, and value, therefore, exists in the raw products or services themselves and is delivered to customers, service-dominant logic suggests that value is created when consumers engage in a process of co-creation in which the firm provides the resources (product or service) to enable consumers to create value in a continuous process of resource creation (Vargo & Lusch, 2016).

When applying to business management, explicitly designing SBV as part of HR management, value does not reside in an HR practice of designing and implementing SBV itself, but instead, value is created when the SBV is put to use (Vargo & Lusch, 2004) by important stakeholders such as companies, employees, and non-profits. For example, SBV creates value for employees when employees can practice and gain skills from participating in SBV. SBV creates value for line managers and companies when SBV facilitates companies in attracting, training, and retaining talents, bonding teams, and enhancing the company's reputation. External stakeholders such as non-profit organisations can gain value from SBV since SBV channels the necessary skills to foster their operations. Therefore, identifying the values created for each stakeholder group will be the first step to materialize SBV– it helps justify the investment into SBV and identify the resources and mechanisms needed to put SBV practically.

Hewett and Shantz (2021) also identify three conditions that provide a nurturing environment for HR co-creation: ability-based trust, psychological safety, and an inducive structure and system allowing parties to use and appreciate power based on knowledge and relationships. First, parties are only likely to engage in HR co-creation if they trust their and others' abilities and knowledge to co-create effectively. Second, HR co-creation is more likely when users and HR feel psychologically safe taking interpersonal risks (Edmondson, 1999). The author explains that co-creation involves sharing new ideas, adapting to new contexts, learning new skills, and objectively evaluating one's and others' ideas to improve practices. Although psychological safety is an individual-level perception, it reflects "essentially a group-level phenomenon" (Edmondson & Lei, 2014, p. 30) because it relates to safety within a specific group. Third, efforts to co-create are embedded, shaped by, and reproduced within existing structural and social systems (Edvardsson, Tronvoll, & Gruber, 2011). Systems of HR practices can support co-creation by enabling relational ties and fostering a collaborative

environment between users and the organisation. Examples are systems and specific configurations that engender collaboration, cooperation and relational goals among partners. These bundles of practices send signals that proactive, collaborative, and improvement-focused behaviours are accepted and rewarded (Bowen & Ostroff, 2004), so they act as an antecedent to the conditions needed to foster co-creation. These structural conditions are levers for facilitating trust, psychological safety, and recognising multiple forms of power. Although focusing on HR co-creation, the same framework could be applied to the company's effort in SBV co-creation.

Hence, I incorporate the concept of HR co-creation to examine how the SBV can be co-created in Study 1 by answering two questions:

(1) What kind of value can be co-created through SBV?

(2) What conditions and measures have been used or can be used to facilitate the value co-creation?

Chapter 3: Literature Review of SBV and Employee Engagement and Hypotheses for Study 2

The literature about the relationship between SBV and employee engagement will be explored in this chapter, where the current research gap(s) will be identified, and hypotheses for study 2 will be developed.

3.1. Current Status of SBV and Employee Participation and Engagement

Companies enter into pre-planned formal agreements with non-profit organisations or more informal and flexible arrangements to support their employees in volunteering and contributing to social goals (de-Gilder et al., 2005). In formal agreements, companies cooperate with specific non-profits and create volunteer programs that correspond with or are part of their business vision. In informal arrangements, employees have greater autonomy in choosing which non-profits to join, and there are fewer rules and administrative formalities (Booth et al., 2009). The literature has given evidence that SBV benefits employees in terms of satisfaction, learning, and motivation (Clary, Snyder, Ridge, Copeland, Stukas, & Haugen, 1998; Pajo & Lee, 2010; Paco & Nave, 2013); the company itself in terms of reputation and image (Allen, Attoh, & Gong 2017; Pajo & Lee, 2011; Plewa, Conduit, Quester, & Johnson, 2015; Rodell, Sabey, & Rogers, 2020) and the wider society in addressing social problems and improving the quality of life (Thoits & Hewitt, 2001; van den Bos, van der Velden & Lind, 2014; Wild, 1993).

However, SBV and other forms of CV are less prevalent than personal volunteering. The United Nations estimates that such company-organized volunteering is only 30 per cent compared to 70 per cent of personal volunteering by individuals (United Nations Volunteer Report, 2018). The literature also documents that despite reported benefits, many SBV programs struggle to maintain employee participation (Boccalandro, 2009). The literature

presents evidence of the ineffectiveness of such programs. For example, companies and non-profit organisations find retaining volunteers more difficult than attracting them (Penner, 2002). Non-profit organisations also complain about superficial and non-lasting contributions from companies and their employee volunteers (van Schie, Gautier, Pache, Stefan, & Güntert, 2018). Employees report their work and family life as stressful because of their involvement in such programs (Zhang et al., 2021). Therefore, the argument that company-led volunteering provides the best opportunity for firms to capture strategic benefits for companies, employee volunteers, and non-profit organisations (Pinter 2006; Quirk 1998; Tuffrey 1998) behests our further attention.

The above studies highlight employee volunteers as the nexus their companies delegate to serve non-profit organisations to materialize SBV. Although very little literature has been dedicated to SBV, some literature exploring CV could shed some important light on our SBV research, given that SBV is a typical subform of CV. The current literature focuses primarily on the importance of the sustained participation of employees in CV programs involving employees' skills and consequential behavioural outcomes using several theories. The most common theories in the context of CV are related to exchange behaviours (gift exchange theory and social exchange theory) (Booth et al., 2009; Gatignon-Turnau & Mignonac, 2015; Jones, 2010; Peloza et al., 2009) as well as employee identification (self-categorization, social identity, and organisational identification theory) (Gupta, 2017; Jones, 2010, Im & Chung, 2018). Findings show that behavioural outcomes associated with CV include job satisfaction, organisational identification, commitment (psychological attachment to the organisation), and turnover intentions and also workplace behaviours such as task performance, organisational citizenship behaviour, and teambuilding (de-Gilder et al., 2005; Gatignon-Turnau & Mignonac, 2015; Hu, Jiang, Mo, Chen, & Shi, 2016; Im & Chung, 2018; Rodell et al., 2016), which positively contribute to organisational performance.

While these studies focused on organisational outcomes, less is known about what effect CV has on better engaging employees at their regular work. Engaged employees draw more of themselves, physically, emotionally, and cognitively, into their roles, which sets them apart from others (Kahn, 1990; Macey & Schneider, 2009). It is often acknowledged in the corporate world to compete effectively, and the most sought-after employees are those engaged with their work (Bakker & Leiter, 2010).

A handful of studies have begun investigating the relationship of corporate social responsibility with employee engagement (Glavas & Piderit, 2009; Glavas, 2012; 2016), but they report mixed results.

On the one hand, Jones (2010) finds that volunteering increases organisational identification, mediated by organisational pride (i.e., seeing how one's work benefited the community made an employee feel proud of their organisation); in turn, employee organisational citizenship behaviours (that is, their voluntary commitment within an organisation that is not part of their contractual tasks) are increased. Boštjančič, Antolović, and Erčulj (2018), in their survey of employees from 15 Slovenian companies, find that participation in CV, driven by a CV climate and job resources, is positively associated with work engagement. Caligiuri et al. (2013) find a positive relationship between CV involving employees' skills and their engagement, determined by the three-way interaction of the meaningfulness of the project, support from non-profit organisations, and availability of resources.

On the other hand, Grant et al. (2008) find that the contribution to the greater good via CV makes an employee feel good about themselves, resulting in greater organisational identification. Glavas (2016) reveals that when taking on extra roles for CV, employees are less engaged in their regular jobs due to competing demands. Grant (2012), though not focusing on

employee engagement in regular jobs, finds that too much pressure for volunteering can negatively impact employees. Loi et al. (2020) show that after engaging in volunteering activities, employee volunteers felt morally justified and therefore entitled to engage in deviant behaviours at the workplace, such as tardiness, theft, and not following instructions, to name a few.

Although those studies gave good insights, the majority focus on CV in general, not specifically on skill-based volunteering, except for that by Caligiuri et al. (2013). In addition, such mixed results suggest that a good design and implementation of SBV is ever more important to impact employee engagement positively. Hence, more research is needed to understand how SBV is designed to benefit employee engagement in the workplace.

3.2. Theoretical Framework to Understand Employee Engagement and SBV

To fill the above gap, this study identifies a few dimensions of SBV design, draws on Kahn's (1990) engagement theory as the framework, and investigates how the design of SBV influences employee engagement in the workplace.

Employee engagement is an energetic state in which an employee is dedicated to excellent performance at work and is confident of his or her effectiveness (Kahn, 1990). As the global levels of work engagement have stagnated or are on a steep decline (Saks, 2019), numerous studies have been undertaken to determine effective ways to engage employees. While the majority of studies focus on job design and transformational leadership as internal tools to engage employees (Grant, 2012; Vlachos, Panagopoulos, & Rapp, 2013), several studies have suggested using skills-based volunteering (SBV) as a pathway to engage employees. The literature has suggested that several dimensions of SBV design could influence its effectiveness, though the empirical findings about their impact on employee engagement are still lacking.

The first dimension relates to the meaningfulness of SBV design (Geroy, 2000). Meaningfulness is an intrinsic motivation that adds value to one's life (Pratt & Ashforth, 2003). In this context, research shows that prosocial behaviour - a two-dimensional construct consisting of other-oriented empathy (prosocial thoughts and feelings) and helpfulness (a behavioural tendency to help) predicts an employee's continued volunteerism (Carlo, Okun, Knight, & de Guzman, 2005; Henning & Jones, 2013). Other studies emphasize the importance of embedding opportunities to acquire knowledge and develop skills in attracting and retaining employee volunteers (Grant, 2012; Pajo & Lee, 2011). These studies suggest that employee volunteers' motives for CV stem from an others-orientation (helping others) or self-orientation (skills development), both of which provide a sense of purpose or meaningfulness to employees and may influence employee engagement. However, it is unclear what type of meaningfulness has a greater and more lasting impact on employee engagement.

On the one hand, Peloza, Hudson, & Hassay (2009), expanding on their previous study (Peloza & Hassay, 2006), applied social exchange theory and proved that employee's altruistic motivations for volunteerism – the desire to help others – is less prevalent in workplace volunteer programs despite being widely reported to be a critical motivator for employees. However, from an employee's perspective, their findings provide an important aspect of egotistic motives; there appears to be added value in doing something different from their regular workday – the desire to learn something different and novel from participating in workplace volunteer programs. They also suggested that the egoistic motives to provide employees with the opportunities to meet other co-workers within the firm and gain recognition from key managers are rational for career-motivated employees. On the other hand, several studies applying functional motivation theory proved that values are still the most important motivational category for people to volunteer compared to career advancement motives

(Breitsohl & Ehrig, 2017; Muthuri et al., 2009; Nave & de Paco, 2013; Peterson, 2004; Zappala & McLaren, 2004).

Another dimension contributing to a successful SBV is organisational support. Several empirical studies have reported that companies employ various policies and procedures to encourage SBV, for instance, time benefits (e.g., time-off), financial support (e.g., donations of goods), logistical support (e.g., use of company facilities and equipments), and recognizing employee volunteer efforts (Basil et al., 2009; Booth et al., 2009; Gatignon-Turnau & Mignonac, 2015). To our knowledge, no empirical study examines the effect of SBV-related organisational support on employees' engagement in regular jobs. The only study examining organisational support in CV's context is from Im and Chung (2019); they show that general support, measured by items such as "the organisational values my contributions to its well-being,' and 'the organisation is willing to help me when I need a special favour," encourages CV participation. However, they did not examine the impact of the support given explicitly to SBV.

One important dimension mostly ignored by existing SBV studies on employee engagement is individual differences. Existing studies focused on active individuals who nominated themselves into SBV programs (Caligiuri et al., 2013; Pless et al., 2011). For example, Caligiuri et al. (2013) intentionally designed their study by concentrating on self-nominated employee volunteers to minimize the variance of the subjects' physical, cognitive, and emotional resources. Such a research design helps eliminate the impact of individual differences yet makes the study subject to sample selection bias: their study can only explain why suitable employees become involved in and benefit from SBV but gives little insight into why others do not. Caligiuri et al. (2013) accordingly call for more individual-level studies. In this regard, a few studies on work design have shown that one personality variable, i.e., core self-evaluations (Judge, Locke, & Durham, 1997), can well explain job attitudes and

engagement (Rich, Lepine, & Crawford, 2010). People with high core self-evaluations are well-adjusted, positive, self-confident, and efficacious (Judge, Erez, Bono, & Thoresen, 2003) and are better able to fulfil their roles (Bowling, Wang, & Li, 2012; Rich et al., 2010). Although core self-evaluation has been tested in psychology and organisational behaviour literature (Geuens, Verheyen, Vlerick, Van Bogaert, & Franck, 2020; Rich et al., 2010), it is yet to be explored in the SBV context.

Kahn's (1990) engagement theory established three psychological conditions associated with engagement or disengagement at work: meaningfulness, psychological safety, and psychological availability. Meaningfulness is the positive "sense of return on investments of self in role performance" (Kahn, 1990: p.705). Psychological safety is defined as the ability to show one's self "without fear or negative consequences to self-image, status, or career (Kahn, 1990: p.705). Psychological availability is defined as the "sense of possessing the physical, emotional, and psychological resources necessary" (Kahn, 1990: p.705). Study 2 draws on the engagement theory and explores how three SBV design dimensions: (a) self- and others-significance, (b) perceived organisational support, and (c) core self-evaluation of employees, influence the three psychological conditions which influence employees' participation in CV and engagement in the workplace. The following section proposes three hypotheses, establishing the relationship between various SBV design dimensions and employee engagement.

3.3. Hypothesis Development

3.3.1. Others-Oriented and Self-Oriented Motives

People are motivated when their actions are purposeful and meaningful (Wrzesniewski, Dutton, & Debebe, 2003). The meaningfulness of an action depends on the perceived task significance, defined as "the degree to which the job has a substantial impact on the lives or

work of other people—whether in the immediate organisation or the external environment" (Hackman & Oldham 1975:161).

Prior research finds that employees find significance in volunteering for different reasons. On the one hand, studies show that the significance of volunteering emerges when employees understand the broad purpose of the organisation to make positive contributions to the wider society (Pratt & Ashforth, 2003) and when their efforts are perceived to make a difference in the beneficiaries (Musick & Wilson, 2008). Making a significant impact on others, which I term as others-significance, will allow employees to perceive their volunteering work as more meaningful (Sekar & Dyaram, 2017). Hence, I propose:

Hypothesis 1a: Others-significance in SBV increases meaningfulness.

Meanwhile, evidence also reveals that employee volunteers can pursue their egoistic motives and make a difference for themselves when opportunities arise (Wilson & Musick, 2003), which I term self-significance. Such self-significance mainly comes from two sources. First, volunteers can gain or enhance knowledge and skills from SBV (Sekar & Dyaram, 2017). It has been reported that employee volunteers could improve their written and verbal communication skills, time management, negotiation and teamwork skills, budgeting and planning, and people management from volunteering (Jones, 2010). Second, volunteers have more opportunities to strengthen and build relationships with internal peers and external networks for career growth (Clary & Snyder, 1999). Hence, I argue that when employee volunteers perceive more self-oriented benefits from SBV participation, they derive meaningfulness from the program.

Hypothesis 1b: Self- significance in SBV increases meaningfulness.

Sensing greater meaningfulness from SBV, employee volunteers will be more likely to participate in these programs and feel attached to their organisation, hence, higher morale in

their work (Gupta, 2017; Im & Chung, 2018). Such meaningfulness from skill development, gaining knowledge, and better relationships with peers and external stakeholders from an SBV program could help in their regular jobs and thus increase their engagement in the workplace.

Hypothesis 1c: Meaningfulness from SBV increases employees' participation in SBV.

Hypothesis 1d: Meaningfulness from SBV increases employees' engagement in their workplace.

3.3.2. Perceived Organisational Support

The second condition of engagement is psychological safety, defined as the ability to show oneself "without fear or negative consequences to self-image, status, or career (Kahn, 1990: p.705). When an employee commits limited time, energy, and resources to SBV activities, he/she could be judged by employers that SBV is a form of moonlighting/distraction that does not contribute to his/her regular job (Rodell, 2013) and hence feels unsafe. Such a concern could be alleviated if companies provide sufficient support. For example, a company can provide time-based support for volunteering (e.g., providing paid time off, allowing adjustment of work schedules), financial and logistical support (e.g., paying entry fees or reimbursing costs for employees), and give recognition and publicity to volunteering employees (Basil et al., 2009; Gatignon-Turnau & Mignonac, 2015). The support will boost employees' confidence and reinforce their commitment to SBV, which their companies legitimise and recognise. Such perception should strengthen employees' beliefs that their organisation "values their contribution and cares for their well-being" (Rhoades & Eisenberger, 2002:698). As a result, employees will feel a higher level of psychological safety:

Hypothesis 2a: Perceived organisational support in SBV increases psychological safety.

The psychological safety felt by the employees in SBV possibly makes them worry less about competing demands between their regular job and their commitment to SBV, hence

giving them more incentives to be involved in SBV. Furthermore, psychological safety could better boost employees' confidence in their company as a caring company. Therefore, they are more likely to reciprocate with a stronger commitment to their primary job, showing more enthusiasm and dedication (Gatignon-Turnau & Mignonac, 2015; Peloza & Hassay, 2009). This theory leads to our following hypothesis:

Hypothesis 2b: Psychological safety increases employees' participation in SBV.

Hypothesis 2c: Psychological safety increases employees' engagement in their workplace.

3.3.3. Core Self-Evaluation

The other condition in Kahn's model is psychological availability, which assesses the availability, readiness, or confidence of an employee to engage in his/her role, using his/her resources, including the physical, emotional, and cognitive resources to succeed (May, Gilson, & Harter, 2004). An employee will feel psychologically unavailable if he/she perceives it difficult to effectively tackle the competing demands from SBV using his/her limited resources (time, energy, and others). This is particular an issue given that an extensive literature review in Chapter 1 suggests that competing demands faced by employees may disincentivize them from participating in SBV and mitigate their engagement in regular jobs. This is because SBV initiatives require and encourage employees to devote their scarce resources (e.g. time, energy, and cognitive effort) to perform additional tasks (e.g. volunteering). Meeting these expectations requires employees to invest additional valued resources. Although SBV may bring some positive effects, recent studies offer evidence that corporate volunteering climate may have a 'dark side' in certain situations (Hu et al., 2016; Rodell & Lynch, 2016; Rodell et al., 2016). a corporate volunteering climate can make individuals feel stressed and deplete personal resources (Rodell, 2013). Therefore, I argue that not every employee is ready and willing to

participate in SBV and can benefit from SBV to the same extent. Employees' response to SBV initiatives depends on their ability to cope with conflicting demands.

Individuals self-assess their abilities as part of their coping strategies, determining their readiness, hence willingness (Kahn, 1990). One factor that influences such assessment is core self-evaluation, which refers to individuals' appraisals of their worthiness, effectiveness, and capability as people (Judge & Cable, 1997). Research has proven that low core self-evaluation is significantly related to emotional exhaustion, perceived energy depletion, burnout (Geuens et al., 2020), and low psychological availability. For these individuals, SBV is more likely to be viewed as an extra role in their roles as an employee in the company and family life, leading to role overloading. As a kind of mental strain, such perceived role overload occurs when an employee with low core self-evaluation has multiple roles within a domain and perceives that they do not have the necessary resources to meet all that the role demands (Jensen, Patel and Messersmith, 2013; Matthews, Winkel and Wayne, 2014). In addition, being a time‐dependent activity, SBV distracts employees' energy and time from pursuing job goals (Rodell, 2013; Rodell & Lynch, 2016). When environmental conditions deplete or threaten finite and valued resources of individuals (i.e. actual or expected resources losses), an employee with low core self-evaluation is more likely to experience strain and suffer from resource depletion (Baer et al., 2018; Lanaj, Kim, Koopman, and Matta, 2018; Lapointe, Vandenberghe and Panaccio, 2011; Pingel, Fay and Urbach, 2019). This will lead an employee with low core self-evaluation to be less willing to participate in SBV and experience overstress and low productivity in regular work if he or she has to participate in SBV.

In contrast, individuals scoring high for self-evaluation have a positive self-appraisal (Harter, 1990), believe in their performance capacity (Locke, McClear, & Knight,1996), and believe they are more available to deal with various events in their life (Stumpp, Muck,

Hülsheger, Judge, & Maier, 2010), such as participating in SBV, even when facing the competing demand of SBV and their regular job. Hence:

Hypothesis 3a: Core self-evaluation increases psychological availability in SBV.

Only when employees have sufficient psychological availability will they be able to participate in SBV and return to work feeling positively 'charged' with energy from outside activities such as SBV (Kim, Kim, Woo, Park, Jo, Park, & Lim, 2017) and be more engaged in their regular job. Thus,

Hypothesis 3b: Psychological availability in SBV increases employees' participation in SBV.

Hypothesis 3c: Psychological availability in SBV increases employees' engagement in their workplace.

Figure 3 below illustrates the theoretical framework containing all the hypotheses.

Figure 3: Theoretical Framework of SBV and Employee Engagement
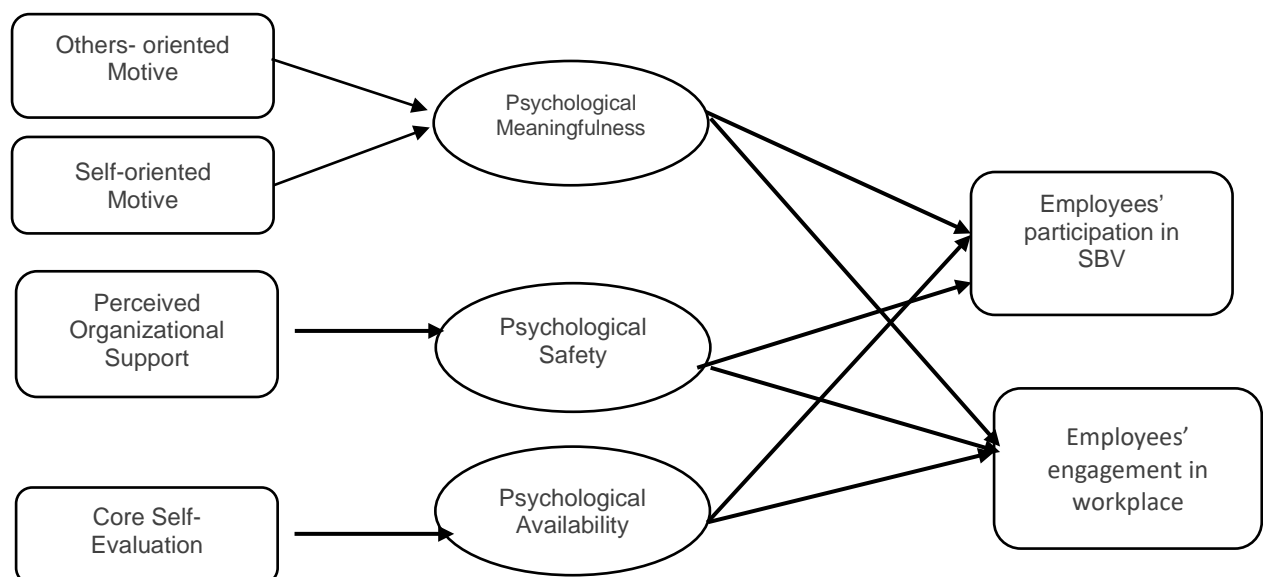
Chapter 4: Research Philosophy and Methodology

4.1. Research Philosophy

A paradigm is a basic set of beliefs that guides action (Guba & Lincoln, 1994) that a researcher brings to a research investigation. Qualitative and quantitative research from various fields can adopt different paradigms (Coll & Chapman, 2000) based on two fundamental philosophies: ontology and epistemology. The philosophy behind ontology addresses questions regarding the nature of reality and the nature of the human being (Crotty & Preissle, 2000), while epistemology emphasizes the origins of knowledge and its construction (Maykut & Morehouse, 1994). In constructing knowledge, the researcher can take an objective or subjective view, which would affect the choice of research methodology (Maykut & Morehouse 1994). Suppose the researcher sees knowledge governed by the laws of nature. In that case, it is characterized as objective, and if individuals interpret something based on their perceptions of the world, it is characterized as subjective (Rashid, Rashid, Warraich, Sabir, & Waseem, 2019). When the researcher places importance on participants' subjectivity using their own words relating their experiences and beliefs, an interpretative approach is adopted (Holden & Lynch, 2004; Kaplan & Maxwell, 1994; Orlikowski & Baroudi, 1991).

To conduct this qualitative research with an interpretive inquiry to understand a particular phenomenon (without generalizing) (Farzanfar, 2005), inductive reasoning/logic is applied to its research methodology. This method is more concerned with a deeper understanding of the research problem in its unique context towards discovery and process. Deductive logic is primarily applied in quantitative research to agree or disagree with hypotheses (Antwi & Hamza, 2015). Contrary to beliefs on deductive reasoning that is supposedly more valid, inductivism also has high validity (Ulin, Robinson, & Tolley, 2004)

An inductive approach does not imply disregarding theories when formulating research questions and objectives (Saunders, Lewis, & Thornhill, 2015). Instead, this approach aims to generate meanings from the data set collected to identify patterns and relationships for discovering relevant concepts for theory building (Gioia, Dennis, Corley, & Hamilton, 2013). Social scientists applying the inductive approach use various techniques to collect data based on a general phenomenological approach. Qualitative interviews, focus groups, observation, and analysis of texts from transcripts are the most widely used techniques in qualitative research (Constantinou, Georgiou, & Perdikogianni, 2017; Junjie & Yingxin, 2022).

4.2. Mixed Research Methodology

Most research into CV has taken a macro lens (Matten & Moon, 2008; McWilliams & Siegel, 2001), but recently, there have been calls to develop micro research incorporating the views of individuals (e.g., employees), treating them as active participants that shape and respond to company corporate social responsibility policies and practices (Meijs & van der Voort, 2004). Dreesbach-Bundy and Scheck's (2017) review of CV research identified that 2011- 2015 was the developing years of strong employee-centred research orientation alongside the domination of business-related perspectives. At the same time, the perspectives from non-profit organisations are largely ignored, and even less attention is paid to the ultimate beneficiaries supported by the non-profits.

The most common theories used in SBV research are exchange behaviours (i.e., gift exchange theory and social exchange theory) and employee identification (self-categorization, social identity, and organisational identification theory) theories. These theories stress a strong interest in participating employees' perspectives in the workplace. At the same time, the nature of the relationship between volunteering and the workplace remains unclear (Rodell, 2013; Rodell et al., 2016), and less is known of the workplace mechanisms that would explain

employees' decision to volunteer, and whether their participation has spillover effects on their engagement at work (Edwards & Rothbard, 2000; Grant, 2012).

This thesis adopts a mixed approach to better understand SBV holistically from the integrated perspectives of companies, employee volunteers, and a non-profit organisation with a stronger emphasis on employees. The qualitative research explores how the three groups of stakeholders, company, employee volunteers and non-profits collaborate in designing and implementing SBV to co-create values. Noting that employee volunteers are the key stakeholders in materializing such co-created values, the quantitative study proposes three sets of hypotheses, establishing the relationship between various SBV design dimensions and employee participation in SBV and engagement in the workplace.

Mixed method research reflects a pragmatic epistemological stance that emerged as a response to the long-standing 'paradigm wars' between positivism and constructivism (Feilzer, 2010). Positivism postulates that a single 'true' social reality can be discovered using 'objective' (i.e., quantitative) research methods (Creswell & Plano, 2012). This view contrasts constructivism, which proposes that no single social reality exists apart from our perceptions. Connecting the above research approaches, pragmatism positions itself toward solving practical problems in the 'real world' by accepting that the world has different 'realities', some of them objective, some of them subjective, and some of them an interaction between the two (Creswell & Clark, 2012), ideal for our mixed approach. According to Jick (1979, p.603), mixed methods research "allows for a more complete, holistic, and contextual portrayal of the unit(s) under study." Pragmatism makes mixed method research design particularly well suited for examining CV, a phenomenon where multiple perspectives are evident, and understanding them is an important objective (Creswell & Clark, 2012; Gibson, 2017; Jick, 1979). It also takes advantage of the strengths of both qualitative and quantitative approaches through methodological 'triangulation,' providing me with the opportunity to develop a more 'accurate'

understanding of why CV results in the given outcomes than I would have been able to if I had only used a single method (Jick, 1979).

4.3. Empirical Context

The empirical context is SBV in Singapore. In Singapore, the government encourages individuals and corporate organisations to volunteer their time and skills alongside traditional philanthropy to meet social needs. One of the statutory boards under the purview of the Ministry of Social and Family Development (MSF) is the National Council for Social Services (NCSS), which governs over 450 social service agencies or non-profit organisations in Singapore (Lee, Mathews, & Lim, 2021). Social service agencies are typically set up as societies or companies limited by guarantee or trust. The philanthropic arm of NCSS is the National Volunteer and Philanthropy Centre (NVPC), which developed online platforms (e.g., SG Cares (www.sgcares.org); SG Gives (www.sggives.org) to ensure that the most suitable volunteers, corporations, and individuals are matched to each social service agency (NVPC, 2014).

The 2021 Corporate Giving survey conducted by NVPC reported that 67 per cent of companies predominantly donate cash and in-kind on an ad-hoc basis, while an emerging small 8 per cent explore other means of corporate giving by developing plans and measuring impact as they would for their business objectives (NVPC, 2021). The survey suggested that the younger workforce, specifically tech-savvy millennials and Gen-Zs, can step up to volunteer to support non-profit organisations in equipping vulnerable or marginalized communities with digital literacy skills. This is a form of giving that can appeal to the younger generation of givers and allow them to help bridge the digital divide. Additionally, findings from the 2021 NCSS Social Service Sector Survey revealed that social service agencies were operationally less effective in the following organisational domains: 1) research and data risk management, 2) collaboration with other organisations, 3) volunteer management, 4) organisational culture

of learning, transparency and innovation, 5) strategic planning, 6) financial management, and 7) service quality.

Moreover, the 2021 NCSS Insights on Volunteer Management survey reported that the frequency of participating in SBV by corporates as follows: 33 per cent (occasional as in two to three times], 26 per cent [moderate as in four to six times], and 11 per cent [most frequent as in more than seven times a year]. It also reported that creative, fundraising, mentoring/coaching and Information Technology skills are in top demand by the broad social service sector. Hence, the evidence indicates that companies and employees are keen to volunteer and contribute their professional skills. At the same time, social service agencies are in high demand of various skills and hence need to plan and implement volunteer development strategies to access the skills from the volunteers. Therefore, Singapore offers an appropriate context for this study to examine the SBV from a holistic perspective for greater value co-creation.

4.4. Methodology of Study 1

4.4.1. Sampling and Data Collection

Ethics approval (H8384) was obtained from the authors' university. Focus group interviews were used to collect data from SBV stakeholders. Compared to one-to-one interviews, focus group interviews are often more profound and enriched than those obtained (Thomas et al., 1995), based on the synergy of the group interaction (Green et al., 2003), since interpersonal and interactive nature of focus groups allows them to produce information that might not be gathered from a single respondent (Agar &MacDonald, 1995; Albrecht et al., 1993; Greenbaum, 2003; Kaplowitz & Hoehn, 2001; Kidd & Parshall, 2000) and generate a broader range of views and ideas than could be captured through individual methods (Kidd & Parshall, 2000; Kitzinger, 1994; Krueger & Casey, 2015; Powell & Single, 1996; Robinson, 1999). Practically, focus group interviews are instrumental when access to data is limited and

when the researcher addresses unexplored and emerging phenomena (O'hEocha et al., 2012; Sutton et al., 2008).

To gain an in-depth understanding of the SBV phenomenon from all important stakeholders for a co-creation picture, this research employed a non-probability purposive sampling technique (Dawson et al., 1993; Morgan, 1997; Patton, 2002). A deliberate choice of participants is made to ensure the inclusion of participants with certain qualities (Bernard, 2002), i.e., in this study, those who are proficient and well-informed about a phenomenon of interest (SBV) (Creswell et al., 2011) and able and willing to participate and communicate experiences and opinions in an articulate, expressive, and reflective manner (Bernard, 2002; Spradley, 1979). This will help ensure that information-rich cases are chosen (Patton, 2002) for an in-depth understanding of the topic of study (Campbell et al., 2020). Specifically, I invited three distinct groups of participants: managers in CSR roles and SME owner-managers, corporate volunteers engaged in SBV programs, and from a non-profit organisation, a mix of paid staff involved in managing SBV and regular volunteers who have a good understanding of the non-profit's needs.

Regarding sample size, Guest et al. (2017) found that 90 per cent of themes could be discovered within three to six focus groups. As a result, three focus groups consisting of 6 participants per group, totalling 18 participants, meet the requirements to conduct this current research.

To recruit the sample, the authors contacted the HR departments of several companies and non-profit organisations listed on online platforms (e.g., SG Cares (www.sgcares.org); SG Gives (www.sggives.org), respectively, and relied on them to contact the volunteers to seek their interest in participating in the focus group discussions. Ultimately, the CSR managers from six different companies, four large and two small and medium enterprises (SMEs),

responded positively to participate in the focus group discussion. Table 3 provides the demographics of the 18 participants and their organisations in the three focus groups.

Table 3: Demographic Information Of Eighteen Participants And Their Organisations In The Three Focus Groups.

Participants	Industry	Age	Gender
CSR Line Managers			
Manager (M1)	Software	Below 50	Female
M2	Banking and financial services	Below 40	Female
M3	Consultancy	Below 40	Female
M4	Consultancy	Below 40	Female
M5	Information Technology	Above 50	Male
M6	Information Technology	Above 50	Male
Employee Volunteers From M3's company			
E1	Consultancy	Under 35	Male
E2	Consultancy	Under 35	Female
E3	Consultancy	Above 40	Female
E4	Consultancy	Under 35	Male
E5	Consultancy	Below 40	Male
E6	Consultancy	Under 35	Male
Non-Profit Organisations Paid Staff and Regular Volunteers			
N 1	Regular volunteer	Below 25	Female
N 2	Senior executive at the non-profit organisation - paid staff	Below 30	Female
N 3	Regular volunteer	Above 40	Male
N 4	Regular volunteer	Below 30	Male
N 5	Regular volunteer	Below 25	Male
N 6	Operations manager in the non-profit organisation	Above 55	Male

Participants' Profiles

As shown in Table 3, four of the six company managers in the first focus group were from large companies, with the remaining two from SMEs. The companies were in the information technology, banking, and international business consultancy sectors. All managers held middle and management positions and were actively involved in the implementation of SBV. The six volunteers in the second focus group held day jobs in various specialised departments such as audit, marketing, innovations, and tax and were actively involved in offering specialised job-related skills to non-profits. The third focus group comprised two paid staff and four regular volunteers of a non-profit organisation, a social service agency with charity status. Table 3 shows the demographic characteristics of all 18 participants. The total sample was made up of

eight females and ten males whose ages ranged from in their 20s to in their 50s. All participants were based in Singapore. They had between one and eleven years of SBV experience.

Considering the possible conflict of interests (for example, employees may hesitate to share their views when sitting with their managers), I conducted focus group interviews with the three groups separately. In addition, semi-structured interviews were employed to ensure the comparability of the results while generating more variation in participant responses (Adeoye-Olatunde and Olenik, 2021).

Appendix A lists the interview questions. Due to the social distancing measures implemented to curb the COVID-19 pandemic during our data collection period (April 2021), the focus group discussion was conducted online via ZOOM between September and October 2021. Finally, the researcher served as the moderator and monitored the dialogue and interaction occurring in focus groups to balance the conversation and richness of the data (Sim & Waterfield, 2019).

4.4.2. Data Processing and Analysis

The interviews were transcribed and then coded for thematic analysis. The first-level coding was independently identified and developed by two researchers. As a first-level coding, I applied the in vivo approach to participants verbatim in their language, and it has also been noted for its ability to help offer a sense of nuanced meaning that other forms of coding might not allow (Manning & Kunkel, 2014; Saldaña, 2016). To that end, in vivo facilitates inductive research to code the data at the first level in the respondent's language, which helps us understand the respondent's world in their words to effectively account for their experiences (Gioia et al., 2013). Hence, creating in vivo codes helps keep the analysis close to the data. Subsequently, the two researchers compared the coding results. Our first level coding generated thirty-nine codes. I then re-coded the thirty-nine first-level codes into twelve second-order

themes in a more researcher-centric language (Gioia et al., 2013). These second-order themes or categories helped organize and order the data into a more meaningful and comprehensible arrangement. Consequentially, the second-order themes formed an elaborate sense of the factors underlying the SBV experienced by managers, employees and the participants from the non-profit organisation. I finally mapped these twelve second-order codes into two core themes, as illustrated in Table 4. The original coding with some sample quotes is provided in Table 5.

Table 4: Thematic Analysis

Themes	Second-level	First-level
How value is created for non-profit organisations, employees and companies	Skills donated and received in SBV	Soft skills
		Hard skills
	Value created for non-profit organisations	identifying gaps and suggesting improvements in work processes
		Helping with strategic direction
		Helping operationalization of non-profit organisations' special programs
	Values created for employee volunteers	Others-significance
		Self-significance by learning new skills via • practising and adapting current skills, which facilitates a deeper understanding and greater mastery of their current skills • taking on tasks out of their regular job scope, which pushes them to develop new abilities • learn from co-workers
	Value created for companies	brand awareness and goodwill among communities through employee volunteers' showcasing of the skills
		talent acquisition through SBV programs
		employee engagement and satisfaction through SBV

Conditions and measures to co-create SBV	Trust and confidence in their own and other's ability and knowledge to co-create effectively	SBV managers' confidence: Not everyone reveals their unique skills or talents to others
		Employees volunteers' confidence challenges in making time due to • primary job • direct supervisors' attitude • personal life • not confident about their skills • understanding of the expected expertise level • mismatching between their skills and the SBV assignments
		Non-profit organisations' confidence in engaging in co-creating SBV • SMEs' intention and capacity to involve in SBV • resources constraints need to be allocated for SBV by the non-profit organisation
	Psychologically safety	Employees experience some psychological unsafety when their managers do not support volunteering work
	Structural and social systems to enable the conditions for co-creation	Aligning embedding SBV with the company mission
		Engaging multiple internal and external stakeholders for resources • Engage other companies for skills and facilities • Engage government agencies for SBV opportunities • Engage non-profit organisations for skill-matching • Engage employees for bottom-up initiatives
	Skill matching process	understanding and gathering information on the non-profit organisations and the beneficiaries for the job-related skills they require matching mechanisms • CSR coordinators and a team of co-workers manually carry out procedures to identify committed volunteers with the right skills

		• Use technology to develop an automated portal
	Organisational support	Volunteer Paid Time Off (VTO) Recognition Monetary donation
	SBV management system	While large companies invest in volunteer management systems in the form of in-house automated volunteering portals Small companies are more informal in their volunteering management system
	Impact measurement system	Use online volunteering portals to measure volunteering hours, monitor the budget for monetary donations, and obtain feedback from surveys and emails from employee volunteers in SBV Develop indicators to measure their volunteering programs' impact on the community Collect qualitative data through feedback and emails from employee volunteers and sometimes from beneficiaries to measure the impact of SBV on employee volunteers, beneficiaries, and Non-profit Organisations Getting feedback directly from beneficiaries
	Duration of SBV programs	Different opinions regarding the optimal duration of SBV

The validity of the qualitative input has been maintained in compliance with the primary criteria suggested by Whittemore, Chase, & Mandle (2001). One researcher conducted, recorded and transcribed the interview, and the second cross-checked the transcription by listening to the recording. The two researchers conducted the coding and thematic identification separately and cross-compared their results. In the presence of disagreement between the two researchers, the researchers went back to the SBV literature and backed the coding and thematic analysis with the relevant literature. Taking these measures ensures the credibility of information in terms of its accurate interpretation of the intended meaning.

Table 5: Original Coding With Some Sample Quotes

Original Coding	Sample Quotes for each code
	Quotes from participants
Soft skills- Teamwork and Leadership	*"You fully understand what the non-profit organisation's needs, having someone who knows the team and knows what steps needed to identify the needs and know sort how to match these the team's strengths or weaknesses to their needs, I think that was very helpful": [E1]* "*In that sort of leadership role you do need to contribute a specific level of expertise or specific skill set that our organisation is looking for.[E2]* *So for me it's mostly been not really preparing myself for the role, but more of contributing in roles that I already have experienced in from what i've done in the past": [E2]*
Hard /Technical skills- • Strategic Planning, Fintech development and cyber security	• *"The other thing is with skills-based volunteering particularly we actually use that quite strategically with certain agencies or ministries. So for example, we work pretty closely with IMDA because we have a whole fintech development and also with the cyber security agency. This is sort of quasi, it is work-related, but I thought it might be quite useful for consideration": [M2}*
• English writing	• *" In terms of the skills-based volunteering, though we do a whole range, it could be from teaching them English": [M3]*
• Information Technology	• *"In terms of work processes, skills-based volunteers actually help to streamline our work processes in a sense, where IT key volunteers, for example, they come in with a certain or the expertise and advise us on certain steps": [N2]*
• Branding and marketing	• *"Branding is a part of why I do at [company name] and basically doing a brand strategy for our company, marketing is impacted the users. So our specialists coming in to non-profit organisations and do the Web development on the platforms, and marketing really looks at the user journey, as well as the user interface": [E4]*
Non-profit organisation: Identifying gaps and suggesting improvements in work processes	• *"In terms of work processes as well, skill based volunteers actually help to streamline our work processes in a sense, where IT key volunteers, for example, they come in, they advise us on you know certain steps it so they come in with a certain or the expertise."[N2]* • *"we also have some research volunteers what they do it's an environmental scanning, so the environmental scanning the(they) inform us the most updated measures for the processes in the market, the most updated processes for the various processes, and then we can improve accordingly."[N2]*
Employee volunteers: Others- significance	• *"Is branding and branding is a part of why I do at [Company Name]basically doing a brand strategy for our company...how marketing has actually impacted the users...you have it, our it specialist coming in to do the Web development off of user experience our platforms, but marketing really looks at the user journey, as well as the user interface like so what what do users actually see and perceive right on hand so it's not just about messaging. But very much the look and feel of things and the*

Original Coding	Sample Quotes for each code
	readability of the content that you have as well how concise, as well as how impactful"[E4] • *"Because you get to see the impact of what you're doing in a in a very positive way, and you know that someone is going to benefit from that, even though it may not always be so directly visible or tangible, so I find it a very fulfilling way to contribute my skills in a meaningful way."[E3]*
Employee volunteers : Self-significance -learn from co-workers	• *"The team doesn't commit, there is turnover, for then or if you know there's no commitment", "Having a good team it's a crucial, yeah."[E1]* • *"I think similar to why people have mentioned, I think every two sides of this coin right, I think the quality of ongoing project management and the willingness to evolve as a group grows."[E5]* • *" On and we basically do exactly like what E1 had just mentioned, we do have a dedicated team for CSR"[E4]* • *"And that the CSR team helps to put together for people to volunteer I think you're the there's an aspect of getting employees". And that the CSR team helps to put together for people to volunteer I think you're the there's an aspect of getting. Employees to bond with each other, give them an opportunity to put their hand up"[E3]*
Company: Brand awareness and goodwill among communities through employee volunteers' showcasing of the skills	• *" Brand awareness about who [Company Name] is and what [Company Name] does, and of course I think at an organisational level"[M4]*
Company: Talent acquisition	• *"Talent attraction, you know a lot of people now really do want to work for a company, who is thinking about others more than you know, just the bottom line profits"[M3]* • *We are a people organisation in in that sense we. If we don't have our people, we don't have talent, we don't have the best talent, you know, we cannot grow and provides professional services to our organisation. So we need to find ways to attract the right talent and the best talent, and CSR is one of the ways"[M3]*
SBV managers' confidence: Not everyone reveals their unique skills or talents to others, and some employees hesitate to volunteer reflects their mindset	• *"how do we get the right people with the right skills to be able to deliver the program is also a challenge, because people don't sometimes advertise these sort of skills(as hobbies) that they have as far."[M4]* • *culturally few like "Oh, you know I need to be an expert in order for me to share my skills", so there is a hesitancy to towards..sharing in that sense, which we try and overcome by providing more support and more guidance to our staff when the running these programs.. we get testimonials from people who have done it before".[M4]* • *"We can do an advertisement or(and) that goes out to the whole time, and then people can sign up, but what sometimes happens is people either not free, or they don't see that ad so, then you have to go and look for these people to be able to fill these roles and so that becomes a challenge"[M4]* • *" I think it is not just limited to skills-based volunteering our our challenge has been.[M4]* • *Also, just getting people to volunteer".[M4]*

Original Coding	Sample Quotes for each code
	• *"lot of it usually sometimes is also about interaction, so it is about finding the right fit and being able to project manage it"[M2]*
Employees volunteers' confidence challenges in making time due to • primary job • direct supervisors' attitude • personal life	*"It's time commitment, and what you're doing is not always the same priority for other people on your team, and that paid client work always comes first, right, so just sort of finding a way to balance that."[E3]* *"What creates a bit of duplicity here is a culture, so an audit culture is very different from, say, per se like risk advisory right so everyone functions very differently, and if you have an understanding manager or. manager, who is, like, say, passionate about voluntary work, so then you'll have that kind of benefit, but if, say, for example, if someone doesn't really believe in it, then or thinks that you're you don't really have the time for that then and that's out of the picture yeah."[E4]* • *"I think finding time was really difficult before I became a manager. Perhaps even now, I also find it very difficult to get support from my direct managers and supervisors to commit myself to different activities because they were like if you do this, then does it mean you're going to do less of audit."[E2]* • *From a personal side, it may be different periods in your life, but you have the ability to commit to something there is more long term which I've done in the past.. We do one or two projects with them, something really short. It might be because someone on the team is interested in helping out that organisation or they've been working with them in a personal capacity, and so we do short one short engagements with them, so I think it's just it's a combination of personal interest, what's available, what's out there, right now, where can I lend my skills."[E3]*

Original Coding	Sample Quotes for each code
Non-profit Organisation's [NPOs] confidence in engaging in co-creating SBV; • SMEs' intention and capacity to involve in SBV • Resources constraints need to be allocated for SBV by the non-profit organisation	• *"SMEs having limited capability, capacity and some of them[NPOs] would look at more on the media exposure side of it and said,' (NO) you know you're too small to do for us with this sort of things'. Most often, it's whether the other party[NPOs] was to receive it or not. "it depends on how they[NPOs] perceive some of them[SMEs}; NPOs still suspect that there's a commercial intention by SMEs because we are familiar with NPOs products …So that that will be a main concern for them[NPOs]"[M5].* • *"This is where we actually get to tap the expertise of people who are well established and in their fields. We can actually deliver corporate-like services to our beneficiaries without having to incur the cost of. Having to hire these highly skilled professionals, which you know might come around high cost for the non-profit organisation"[N2]* • *" In terms of the cost of running a non-profit organisation, so because we can save more manpower costs, this cost can actually go into helping our beneficiaries, more equipment, to subsidizing their lunch, the nursing home rates and things like that and also.' [N2]* • *"I think the biggest challenge is the volunteers taking up the leadership..to lead the program to.. propose or to organize something different, every week for the resident"[N6]*
Employees experience some psychological unsafety when their managers do not support volunteering work	*"When I took the JA project that I'm right now doing with E4t and E1, there was a lot of pushback from my direct supervisor in terms of …Is there something that you can be committing to right, or I think it's really mainly just the support and also the time factor."[E2]*

Original Coding	Sample Quotes for each code
Aligning embedding SBV with the company mission	• *"At an organisational level, we also think about creating shared value. Not only for ourselves, but with other organisations as well, so how can we partner with organisations like [Company Name -M3] and [Company Name-M4], you know, to be able to do more and do it bigger and better yeah, I think that is about it"[M4]*
Engaging multiple internal and external stakeholders for resources • Engage government agencies for SBV opportunities • Engage non-profit organisations for skill-matching • Engage employees for bottom-up initiatives.	• *"So we do it a couple of different ways actually, so there is one where we would work with partners so like NVPC, the national volunteering of Philanthropy Center And Community Chest and also like some of the agencies have mentioned earlier, IMDA that we work with, so we actually use them as channels to sort of help us find the opportunities and then usually we typically will"[M2]* • *"I would say that in terms of matching or skills hidden missile (hit and miss), I think the more important thing is to be able to understand what the beneficiaries need. This would be based on the description of what the volunteer activity would be and whether or not there is an individual who can provide that kind of skills right, so if the brief from the beneficiary to us can help us get volunteers"[M3]* • *"We have set up a system where we invite people to bring us their personal ideas or personal volunteering projects, and if we find that it makes sense, we corporatize it. These turn out to be the best because there is (their stories are) always a really, moving when they talk to other volunteers to inspire people so easily and, obviously, there is a there is a system that is already working; we are just giving(gaming) it up"[M2]*
Use technology to develop an automated portal	• *"We have a portal, we have a portal for this volunteer for it, that helps individual to lock in the times that they have done the volunteering work... from there, they can easily track that you know you have achieved that 56 hours"[M1]* • *"the firm has invested quite a fair bit in volunteer management, so we have a portal like a Giving. SG portal where we can put up all our initiatives on there, and then people can go and sign up as volunteers).[M4]*
Volunteer Paid Time Off (VTO)	• *"Given a milestone to complete at least like 56 hours in a year to do volunteering"[M1]* • *"3 days X 8 hours = 24 hours/year"[M2]*
Recognition	• *" Absolutely, so we do have so we continually do stories and profiling of the Office(employees) for us because I think the basic premises people love seeing themselves. My small committee or subcommittee or you know certain people who are always leading it, we always make sure that we recognize them for the time."[M2]* • *" Appreciation.., not in terms of cash value or anything but appreciation that is being highlighted during the management, leadership kind of meeting, or you know that it has been mentioned that you know this particular person has actually achieved" [M1]*

Original Coding	Sample Quotes for each code
Small companies are more informal in their volunteering management system	• *"SMEs do not have such a mechanism Absolutely nothing we do in this field"[M6]* • *"We are pretty much like, yeah, M6, were also a tiny organisation, and most of what we drive is pretty much me driving it. We invite experts from various fields like M6, one of them to come and, you know, speak with the students. We have like ten people." All within my network, we even had the first Center part of (Singaporean)spaceman to come in and give a talk about his experience"[M5]*
Use online volunteering portals to measure volunteering hours, monitor the budget for monetary donations, and obtain feedback from surveys and emails from employee volunteers in SBV	*"We are also measuring by how they say or in the individual experience they have in terms of voluntary because you can see they have signed up to do this. I just make sure that calendar invites are blocked and do all the logistics requirements [M4]* *"how do we evaluate? We actually send out a volunteer feedback form after each opportunity they have gone out and done, but to be honest, the feedback coming from that is a little bit spotty, like some people, you know, just choose not to do the survey. So what we what we do is we collect some anecdotal evidence that things like the number of volunteers who actively participate, do we get repeat volunteers, do we get, you know, emails coming in to see that they really enjoyed the session. When is the next one? Can they sign up for it already? You know, so we try and collect some of that as well in order to see whether we are doing a good job and being on the right track when it comes to the type of activities that we put out" [M4]*
Different opinions regarding the optimal duration of SBV	• *"We do not actually survey the beneficiaries, we actually just measure, like, for example, they go through a three-month program with us right, and the students are like 30 students go through the program we actually count the number of lives that we impact like these(thirty) students were impacted through our programs."]M3]* • *"Flexi- Leave it is a volunteer time off thing together with our general leave, so now it is everything is flexi leave, which is a normal set fixed amount of time that we had for these in for taking time off, right "[E1* • *"I do not even know what the number is, but basically, they do base; I mean, you can put in those and record them officially as the number of hours that the Firm is basically giving you paid time off to go do some volunteer work. And usually once a year, and I think it is going on right now [E3]*

4.5. Methodology of Study 2

4.5.1. Questionnaire Design and Scales

Ethics approval (H8385) was obtained from the authors' university. The online questionnaire was developed to collect employee volunteers' SBV experience and workplace engagement. The measurement of self-significance, others-significance, perceived organisational support, core self-evaluation, meaningfulness, psychological safety,

psychological availability, and engagement in the workplace were all adapted from the existing literature, as shown in Table 6. All scales used a 5-point disagreement–agreement Likert format with 1=Strongly Disagree and 5=Strongly Agree. In addition, to measure participation in SBV, I asked participants how often they had participated in SBV in the past two years before COVID-19 safe distancing measures were implemented in April 2021. The participants were asked to choose from four options: "I participated in all SBV", "I participated in most SBV," "I participated only when it is relevant to me," and "I participated only when I was asked to." Lastly, employee volunteers' demographic information, such as gender, age, and types of skills they applied in SBV, were also collected.

Table 6: Questionnaire Item Loadings And Cronbach's Alpha, Composite Reliability And Average Variance Extracted Of Constructs.

Items	Loading	Cronbach's α	CR	AVE
Self-significance		0.898	0.918	0.584
1. I applied my professional, technical and/or non-technical skills in corporate volunteering assignments.	0.707			
2. Corporate volunteering improved my soft skills (for example, communication, problem solving, teamwork, project management, critical thinking).	0.787			
3. Corporate volunteering improved my professional, and/or technical skills (for example, finance, marketing, IT, engineering, teaching, architectural, artistic, design, audio/video).	0.781			
4. Corporate volunteering helped me learn new skill sets that can be applied to the job in my company.	0.786			
5. Corporate volunteering helped me draw a different perspective in the way I work.	0.778			
6. Corporate volunteering made me more confident in my job.	0.799			
7. Corporate volunteering helped me build good relationship with my peers.	0.706			
8. Corporate volunteering helped expand my external network, that benefitted my career.	0.761			
Others-significance		0.836	0.924	0.859
1. The corporate volunteering programs create a change in the lives of others outside my company.	0.922			
2. The tasks that I carry out during corporate volunteering have had a significant impact on people outside the organisation.	0.932			
Perceived organisational support		0.855	0.902	0.697
1. My company took pride in my accomplishments in corporate volunteering.	0.796			
2. My company considered my goals and values when assigning volunteering tasks to me.	0.856			
3. I could approach my company for extra support/resources during corporate volunteering.	0.852			
4. My company cared about my well-being during corporate volunteering.	0.835			
Core self-evaluation		0.777	0.869	0.69
1. Overall, I am satisfied with myself.	0.872			
2. I determine what will happen in my life.	0.779			
3. I am capable of coping with most of my problems.	0.838			
Meaningfulness		0.937	0.97	0.941
1. The corporate volunteering work that I did was worthwhile.	0.971			
2. The corporate volunteering work was meaningful to me.	0.969			
Psychological safety		0.748	0.888	0.798
1. If I make a mistake in my company, it is often held against me. (rv)	0.908			
2. It is difficult to ask other members of my company for help. (rv)	0.878			
Psychological availability		0.916	0.959	0.922
1. I am confident in my ability to handle competing demands at work.	0.96			
2. I am confident in my ability to deal with problems that come up at work.	0.961			
Employee engagement in workplace		0.775	0.856	0.601
1. I really put my heart into my job.	0.836			
2. I get excited when I perform well in my job.	0.868			
3. Time passes quickly when I perform my job.	0.725			
4. I stay until the job is done.	0.652			

4.5.2. Sampling and Data collection

The study employed a non-probabilistic purposive sampling strategy where targeted respondents are employee volunteers selected from companies listed on the National Council for Social Services website (https://www.ncss.gov.sg/home and https://www.companyofgood.sg/) in Singapore. These companies are engaged in some forms of CV programs. The managers of these companies were contacted via emails and telephone calls to participate in this research. Upon agreement, a survey link was disseminated to the employees who had previously participated in SBV programs because only those who had experienced SBV could give valid feedback on their SBV participation and how such participation affected their workplace engagement.

The data collection was conducted from June to September 2021. Due to safe distancing measures implemented in Singapore during the Pandemic, very few companies could organize SBV when I collected the data. Hence, I asked the participants to recall their participation in SBV before the Pandemic by referring to their personal album, corporate album, and social media sites where they could find the photos and records of their SBV participation. After removing the responses with missing data, 299 valid responses were obtained. Respondents were from multiple sectors, such as banking, insurance, business management consultancy, and engineering.

4.5.3. Validity Test

I used Harman's single-factor test to assess the common method variance. Exploratory factor analysis (EFA) results show that no single factor emerges, and the first factor accounts for 17.95 per cent (less than 50 per cent); hence, no evidence exists for common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Table 6 also shows the items loading, which fall into eight constructs.

To establish the validity of the constructs, I first examined the convergent validity. As shown in Table 6, Cronbach's alpha of eight constructs has met the recommended criterion of 0.70 (Fornell & Larcker, 1981). Composite reliability indicators are higher than the recommended 0.7 (Hair, Ringle, & Sarstedt, 2011), and average extracted variance (AVE) is higher than 0.5 (values above 0.7 are considered very good, whereas a level of 0.5 is acceptable), suggesting adequate convergent validity of the constructs (Fornell & Larcker, 1981).

To assess the discriminant validity, I first looked into the cross-loading results in SmartPLS. All the cross-loadings are less than the loading on the main construct. I then assessed two criteria, Fornell and Larcker and the Heterotrait-Monotrait Ratio of Correlations (HTMT ratio) reported in SmartPLS, since Voorhees, Brady, Calantone, & Ramirez (2016) demonstrate that the AVE-SV (shared variance) comparison (Fornell & Larcker, 1981) and HTMT ratio (Henseler, Ringle, & Sarstedt, 2015) with 0.85 cut-offs provide the best assessment of discriminant validity and should be the standard for publication. As shown in Table 7, the AVE for each factor is larger than the SV of the factor with all other constructs. In Table 8, the HTMT are all less than 0.85. Hence, the discriminant validity is established. Moving on to conducting a PLS-SEM would now be feasible.

Table 7: Discriminant Validity (Fornell-Larcker Criterion)

		1	2	3	4	5	6	7	8	9
1	Employee engagement in workplace	0.775								
2	Psychological availability	0.465	0.960							
3	Core self-evaluation	0.447	0.488	0.831						
4	Meaningfulness	0.393	0.256	0.197	0.970					
5	Others-significance	0.46	0.18	0.175	0.752	0.927				
6	Perceived organisational support	0.425	0.234	0.289	0.395	0.448	0.835			
7	Psychological safety	0.222	0.11	0.105	0.281	0.245	0.465	0.893		
8	Satisfaction	0.377	0.245	0.349	0.241	0.196	0.398	0.363	1	
9	Self-significance	0.224	0.148	0.229	0.441	0.432	0.566	0.347	0.274	0.764

Note: [a] Diagonal entries represent the AVE by the construct.
[b] Off-diagonal entries represent the squared inter-construct correlation (SIC).

Table 8: Heterotrait-Monotrait Ratio Of Correlations (HTMT ratio)

		1	2	3	4	5	6	7	8	9
1	Employee engagement in workplace									
2	Psychological availability	0.551								
3	Core self-evaluation	0.577	0.57							
4	Meaningfulness	0.459	0.277	0.23						
5	Others-significance	0.568	0.206	0.205	0.848					
6	Perceived organisational support	0.515	0.265	0.345	0.439	0.528				
7	Psychological safety	0.282	0.129	0.154	0.332	0.308	0.574			
8	Satisfaction	0.413	0.256	0.401	0.25	0.213	0.43	0.42		
9	Self-significance	0.258	0.158	0.265	0.469	0.486	0.65	0.412	0.288	

Note: the numbers in the table are HTMT ratios.

Chapter 5: Results from Study 1

This chapter reports the results of Study 1 based on analysis of the interviews conducted. The same questions were asked to the three focus groups, as specified in the research design, to cross-validate and compare different stakeholder perspectives. Results are reported based on themes rather than by groups of participants. To maintain participant anonymity, the codes' M#', 'E#', and 'N#' represent SBV managers, volunteer employees, and non-profit participants, respectively.

5.1. Thematic Findings

I identified two overarching themes, termed *value co-creation* and *co-creation conditions*. These themes align well with Hewett and Shantz's (2021) framework.

5.1.1. Value Co-Creation

Skills Donated and Received in SBV

Skills-based volunteering programmes require volunteers to donate skills that non-profit organisations and beneficiaries need. Findings reveal that volunteer employees offered work-related professional and non-work-related skills depending on the needs of the non-profit organisations. To understand the types of skills deployed, I coded skills mentioned in interview transcripts and organised these into categories (Table 9), identifying a total of 20 skills. Of these, 16 were work-related professional skills, and the remaining four were not work-related. Work-related skills were further grouped into soft and hard skills. Soft skills, also known as interpersonal skills, include leadership, effective communication, and teamwork. Hard skills are gained through hands-on experience, training, or education, including strategic planning, customer services, marketing, and information technology.

Table 9: Categories Of Skills Being Applied In SBV.

	Skill category	Skills applied in SBV roles	CSR line managers	Employee volunteers	Non-profit Organisation	Total
Work-related skills	soft skills	Teamwork and Leadership	2	1	2	5
	soft skills	Communication	0	0	1	1
	technical skills	Strategic planning	0	3	1	4
	technical skills	Customer services	1	0	0	1
	technical skills	English writing	1	0	0	0
	technical skills	Event organizing	0	0	1	1
	technical skills	Finance related	1	2	1	4
	technical skills	Information Technology	2	0	1	3
	technical skills	Entrepreneurship- Apprenticeship programs	3	0	0	3
	technical skills	Mentorship- knowledge and content-based expert	2	1	0	3
	technical skills	Fintech Development and Cyber security	1	0	0	1
	technical skills	Marketing	1	1	0	2
	technical skills	Branding	0	1	0	1
	technical skills	Copywriting	1	0	0	1
	technical skills	Research	0	0	2	2
	technical skills	Electrical Engineering	0	0	1	1
Non-work-related skills	other skills	Physical Fitness	0	0	1	1
	other skills	Beach cleaning, Animal shelter	2	0	0	2
	other skills	Photography and Social Media platforms	1	0	0	1
	other skills	Singing, Live performances	0	0	1	1

Note: Soft skills are also known as interpersonal skills, are necessary for any position concerned with relationships with other people (i.e., work and life). These include leadership, effective communication, teamwork, time management, motivation and adaptability. On the other hand, hard skills are those that are gained through hands-on experience, training, or education.

Value Created for Non-Profit Organisations

Non-profit organisations are limited by budget and dependent on funding and government grants. Obtaining chargeable professional services can be costly. Findings showed that most volunteers contributed work-related skills to non-profits to help them run their operational functions and programmes. Some volunteers contributed more strategically, with their contributions helping the non-profits to serve their communities better.

Volunteers' contributions to non-profits included identifying gaps and suggesting improvements in work processes to deliver corporate-like quality services or programmes while avoiding high costs. For example, N2, a staff member in charge of volunteer management at the nursing home, highlighted the importance of SBV in this quote: "In terms of information technology, we leverage volunteers with such skills to help us look at our processes to see whether there are any gaps or areas of improvement. We also have some research volunteers. They help us with environmental scanning, which informs us of the most updated measures and processes in the market; then we can improve accordingly." Similarly, N2 mentioned that non-profits highly sought financial experts for organisational purposes. Some volunteers contributed more strategically. As commented by N2: "Corporate volunteers contribute their time to be on our subcommittee boards and provide advice in terms of finance and corporate communications." Hence, volunteer employees' skills helped to improve the quality of their non-profits' services, as shared by N2: "We get to tap the expertise of people who are well established in their fields for our social service organisation, so we can deliver corporate like services to our beneficiaries, without having to incur the cost of hiring these highly skilled professionals."

SBV also helps with the operationalisation of non-profits' special programmes. For example, a professional fitness trainer offered his services to the nursing home[a social service agency] at a subsidised rate, providing weekly physical exercise teaching to seniors and conducting Zumba classes to help them stay fit and healthy. One volunteer, an electrical

engineering professional, created and developed a Digital PENPAL device to encourage digital writing for seniors. N2 mentioned that volunteers curated many programmes and summed up the impact of SBV on beneficiaries: "They come in with industry knowledge and are well trained. The well-curated programmes that they offer help seniors with exercise. We do not have to worry about the seniors getting injured. We know they are in very safe hands."

Value Created for Employee Volunteers.

The findings indicated that volunteer employees gained a sense of purpose through doing good for others, which I term *others-significance*, as well as skill-related benefits, termed *self-significance.*

Others-Significance

Most employee volunteers obtained a sense of meaning and were more emotionally engaged when they contributed their skills to beneficiaries and non-profits through SBV programmes. Some employee volunteers mentored younger beneficiaries in various youth and career discovery programmes. E1, an auditor from the consultancy firm , used his professional skills and knowledge through SBV by teaching students financial literacy and realised SBV made a difference for the students, "We know many things, fundamental stuff like saving, investing, entrepreneurship, but these are not things taught by the school. [SBV allows me] to translate my knowledge to help the students because many of them do not know what financial literacy is about."

Two other participants volunteered job skills to communities. Participant E2 provided her skills to support stigmatised groups, specifically pregnant teenagers, while E3 empowered marginalised communities such as low-income single mothers. Through these SBV programmes, volunteers discovered an altruistic motive, acting on their ethos and performing selfless acts to help others in meaningful ways. E4 expressed this altruism: " What I love about

SBV is that we can see how our work changes lives, [we can see the positive] experience of the beneficiaries as end-recipients of our inputs." E3 shared similar feedback: " I think that [SBV] gives you so many more interesting, satisfying, fulfilling experiences…because you get to see the impact of what you are doing in a very positive way, and you know that someone is going to benefit from that, even though it may not always be so directly visible or tangible."

Three volunteers found meaning when their job skills helped solve the organisational issues and problems of non-profits. For instance, SBV improved the quality of organisations' programmes and introduced better organisational structure into their processes. For example, E2, who provided her skills in more strategic areas and helped an organisation's HR function, commented: "The non-profit organisation's operation is entirely volunteer-driven. So, recruiting, selecting, engaging, training, and developing volunteers and interns is quite important. The work I did in setting up an organisational structure and process significantly helped the non-profit organisation." E4, from branding and marketing, reflected on the impact of using his User-Experience/User-Interface (UX/UI) skills to improve an organisation's online platform: "We have engineers doing the wireframing and the web development: by doing these, we make positive impacts."

Self-Significance

Volunteers particularly expressed finding meaning from SBV when they engage cognitively, honing their existing skills through practice or acquiring new skills not found in their current job. I identified three practices through which SBV aids skill development.

First, SBV gives volunteers more opportunities to practise and adapt their current skills, facilitating deeper understanding and mastery. SBV assignments outside of their primary job particularly help junior staff with less working experience. E4 used his User-Experience/User-Interface (UX/UI) skills to help improve the online platform of a non-profit organisation, which

helped him sharpen his skills. " [through the SBV assignments, I can see] the user journey and the user interface. I have a better understanding of what users see and perceive, the look and feel of things and the readability of content, and how impactful the choice of words could be, as well as imagery used." Additionally, volunteers can adapt their skills to new environments outside of work. For example, one volunteer, E1, an auditor, experienced professional growth when mentoring students in financial literacy, as expressed in this quote: "I have training in accounting and [I needed to] adapt the knowledge and experience to tailor to students' needs when translating my knowledge to them."

Second, volunteers develop their skills by taking on tasks outside their regular job scope. This pushes them to develop new abilities, particularly when there is a low match between volunteers' skill sets and organisations' requirements. The newly developed abilities could be soft skills, which volunteers usually appreciate as these can be transferred to the workplace for professional growth. For example, E2, an auditor with several years of SBV, contributed her audit skills as an advisory board member of a non-profit organisation. However, she went beyond her capacity as an auditor, dealing with the organisation's governance processes, grant applications, and strategy formulation. Hence, SBV experience provided her with leadership skills she could contribute to her workplace. E5 shared a similar experience of serving a leadership role in a non-profit organisation: " SBV provides the opportunity to do things outside your current job scope or at their level that your current job scope does not allow." I found one instance of a volunteer taking on new technical skills due to a skill mismatch. A tax manager was assigned to volunteer at a non-profit organisation to assist in updating its finance and HR manual. That experience caused stress for the volunteers, suggesting that this could be a factor in discouraging volunteers' continuing participation in SBV.

Third, volunteers learn from co-workers. Teamwork facilitates volunteers' learning of new skills in that they are able to observe and learn different ways of working and receive guidance and mentoring from experienced team leaders when volunteering.

Values Created for Companies

Companies gained value from SBV through elevating brand awareness and goodwill in communities, acquiring talent, and increasing employee engagement and satisfaction.

Results showed several instances where companies increased brand awareness and goodwill in communities through engaging in SBV. For example, M4, whose company dealt with international corporate clientele through a tax, audit, and risk management consultancy, commented that a strong brand image and goodwill were crucial in establishing legitimacy among clients. M4 shared that by organising SBV to serve the community, companies could spread company awareness, showcase their staff to potential clients, and enhance trust among their clients. In a similar vein, E3 mentioned that through SBV, volunteers could serve as ambassadors to create goodwill for the company in the community, expressed in the quote: " Usually once a year we have an impact day or impact month, and during that time, CSR team helps to put together employees to volunteer. We can create some goodwill in the community for our company."

Companies can retain and acquire talent through SBV based on an understanding that the younger generation is attracted to join companies that value corporate citizenship. Manager M2 confirmed this idea with the comment: "[Young employees] are looking for more than just working in a company that offers a paycheck." M3 acknowledged that their company's young employees "want to give back to the community. They want to be able to do something different and better the world." In the same way, M1 and M4 attested that younger millennial employees

wanted to work for organisations that embed CSR as part of their business strategy so that they could do something different outside of work.

Companies also use SBV programmes to build talent pipelines. Specifically, companies support student mentorship programmes in which volunteers share knowledge-based content with secondary school students to develop entrepreneurial ideas and guide university students in their career development. These SBV mentorship programmes require a longer-term investment of time and effort from volunteers and continued commitment from students. Over time, volunteers working as mentors realise the emergence of talent. In this regard, M4 suggests that SBV possibly helps companies develop a "talent pipeline." Another manager, M5, from a small business, developed an " entrepreneurial-apprenticeship programme" for four graduating polytechnic students, conducted over five months with significant investment. During the programme, he invited several stakeholders from his immediate network to help these students in a valuable way, reflected in his quote: "I run an entrepreneur-apprenticeship programme, invite experts from various fields to come and speak with the student, teach them real-life skill sets of how to be an entrepreneur." Considering the time and effort invested in these students, the SME owner-manager commented that they used this SBV opportunity to hire talent or recommend them to other hiring companies.

Companies also use SBV to enhance teamwork, appreciation of diversity, and career development among their staff, improving employee engagement and satisfaction. E3 mentioned using SBV to encourage employees to bond: "CSR team helps to put together people to volunteer, and employees bond with each other." According to M2, SBV assignments forged teamwork by strengthening equality, mutual respect, and understanding and facilitating younger employees' bonding with senior staff. As commented by M2: "[in SBV], everyone's equal, there is no such thing as you are from this team, or you are senior, and you actually put a lot of different people together in a situation where they are normally not, and it is also a

situation where your social status, your knowledge base is sort of equal. This helps new or younger employees' career development within the organisation." Echoing this idea, M4 added that young skills-based volunteers demonstrated improved engagement when returning to the workplace and were happier from SBV: " It has really proven that people who give back and volunteer their time to engage with beneficiaries are happier and get more motivated to perform their work."

5.1.2. Co-Creation Conditions and Measures

Following Hewett and Shantz (2021), I categorised co-creation strategies into conditions and measures. Conditions comprised trust in others and, confidence in oneself, and psychological safety, the fulfilment of which increased the likelihood of successful co-creation of SBV. Measures were those adopted or suggested by multiple stakeholders to fulfil the conditions.

Trust and Confidence

The first condition for the successful co-creation of the SBV programme was that all the stakeholders trust in others' abilities and knowledge and are confident in themselves.

SBV Managers' Confidence

SBV managers identified that lower confidence could limit the success of organising a successful SBV, noting that not everyone revealed their unique skills or talents. As M4 described: "You have to go and look for these people to fill these roles, and so that becomes a challenge. How do we get the right people with the right skills to deliver the programme is a challenge because people do not sometimes advertise these sorts of skills that they have."

Employee Volunteers' Confidence

Employee volunteers reported a lack of time and confidence in skills as reasons affecting their engagement in SBV. Volunteers highlighted challenges in making time for SBV. Volunteering requires employees to commit a certain amount of time, often conflicting with their primary job commitments. M3 mentioned this in relation to an international consultancy business: "We are all very busy professionals who are delivering services to clients, so I think the one big challenge is to make sure that they have time to either devote to a pre-training or get themselves in the right frame of mind before they do volunteering." Additionally, volunteer E3 reported that work commitments took priority and she was not always able to balance work and volunteering: "what you are doing is not always the same priority for other people on your team and that paid client work always comes first." Audit and risk advisory department employees faced the same issue as they worked more hours than other departments. E4, from the branding department, highlighted the different types of jobs, noting that " audit culture is very different from risk advisory, so everyone functions very differently."

Volunteers also highlighted that their direct supervisors' attitudes influenced their time available for SBV. M2 said: " Not every line manager is open to CSR-related activities. Many line managers and leaders have other business priorities that precede SBV." E2 elaborated:

" When I took the SBV project, there was a lot of pushback from my direct supervisor. They asked, 'Is there something else that you should be committing to?' I found it very difficult to get support from my direct managers and supervisors to commit myself to SBV because they were like, 'If you do this, then does it mean you are going to do less of audit (the primary job)?'"

E4 also supported this point: "If you have an understanding manager or manager who is passionate about voluntary work, you will have more time for SBV. But, if your manager does not really believe in CSR/SBV, you do not really have the time for it."

Personal life also created obstacles to making time for SBV. E3 mentioned that she had less time for volunteering because of work-life considerations: "From a personal side, it may be a different period in your life, you can commit to something that is more long term, which I have done in my past. Now I only have time to do shorter, quicker, shorter commitments because I have more family commitments."

Some employees were not confident about donating their skills. This concern arose from their expectation of the expertise level required. M4 elaborated: "Some employees think, 'I need to be an expert to share my skills', so there is a hesitancy towards sharing in that sense." M4 shared that to mitigate employee hesitation, her company "provided more support and guidance to the staff regarding what kind and levels of skills are needed" and " got testimonials from employee volunteers who had done it before to relay the message that SBV is straightforward."

Concern about skills also arose from mismatches between volunteer skills and SBV assignments, with some volunteers finding that the skills needed by non-profits did not match their skill sets. This resulted in some aspects of SBV being stressful for volunteers. E6 discussed a carnival day he spent with special needs children: "We had a voluntary day with the non-profit organisation holding a carnival for disabled children. It was challenging, especially if you are not used to dealing with children with special needs because, as volunteers, we need some new skills here."

Non-profit Organisations' Confidence

Some non-profit organisations seemed to have low confidence in SMEs' SBV engagement. M5 highlighted scepticism or lack of trust from the organisation regarding its intention and capacity to be involved in SBV. According to M5, some non-profit organisations perceived SMEs to engage in SBV only for business purposes, such as to attract media attention or to market their products and services. M5 mentioned: "depends on how they perceive SMEs; some non-profits refuse, some of them say, we [SMEs] are too small and do not have enough impact on media exposure."

Another factor reducing non-profits' confidence in co-creating a successful SBV was that resources such as staff and facilities needed to be allocated. As N2, in charge of volunteer management, described: "It does take special effort to explore with them on SBV." From the non-profits' perspective, such partnerships are resource intensive, requiring their staff to engage, supervise, and train volunteers, sometimes entailing health, safety, and risk assessments. Additional work could cause added stress to staff and lead to mission drift as non-profit resources become diverted away from core tasks.

Psychological Safety

People need to feel psychologically safe to take interpersonal risks (Edmondson, 1999). In the context of SBV, psychological safety is most relevant to employee volunteers, who may experience a lack of psychological safety if their managers do not support their volunteering work. Their contribution to SBV may not be recognised by managers or be viewed as a distraction from their primary job. For example, when E2 asked her supervisor for approval for SBV participation, the manager questioned: "Is there something else that you should be committing to [implying primary job and not SBV]?"

Structural and Social Systems

Responses showed that companies established various structures and systems to facilitate the co-creation of SBV with stakeholders.

Aligning SBV with Company Mission

Companies may have different approaches to their social impact strategies. I found that for several companies, their SBV aligned with their corporate mission to bring purpose to the workplace. For example, M3 shared that their company's mission was "youth and education", which helped guide its design and implementation of SBV. Interview evidence suggests that M3's company's strategic mission statement resonated with its young millennial workforce, who are generally attracted to companies that value corporate citizenship:

"Our people want to give back to the community, especially the younger ones; we call them the millennials these days; they want to be able to do something different and better the world. It is inevitable that organisations now have to consider CSR as a core component of their business strategy, and that is what we do here."

Elaborating on their diverse youth and education SBV programmes, M3 said: "In terms of the SBV, we do a whole range for young people; it could be from teaching them English or providing them with some accounting support."

Engaging Internal and External Stakeholders

Results showed that companies co-created SBV by engaging internal and external stakeholders for resources such as facilities, skills, information, need-matching, and new ideas. Four company managers mentioned that their companies wanted to collaborate or had collaborated with business partners for more resources and to make a bigger impact in SBV. M4, from one of the four large companies, noted that SBV could create shared value by collaborating with corporate organisations. Several reasons for collaboration were mentioned,

one of which was inviting corporate organisations to bring their diverse and relevant skills to co-work on SBV. As commented by M4, "We are quite prepared to match volunteers' needs. If we do not have the talent with the needed skills, we try to bring another organisation in to fulfil those needs."

Similarly, SME owner-manager M5 developed an entrepreneurial apprenticeship SBV programme for four graduating information technology students. The programme ran for five months, during which M5 invited ten stakeholders to give business talks, mentorship, and professional development lessons to these young jobseekers with high career expectations. While M5 expressed that he was the driving force behind SBV, he credited the continuity of the programme to the active participation of his external stakeholders:

"We are a very small organisation. We invited ten experts in various fields from my personal network to come to talk and teach them [students] real-life skill sets of how to be an entrepreneur and to speak with the students. It is all hands-on with personal grooming sessions where the gurus in the field come and help the students."

Companies also collaborated with corporate partners to access more facilities. For example, M5 shared, "We brought student mentees to Huawei AI LAB, and the outcome is that these students have a good idea of what is expected from being an entrepreneur."

Government agencies were another important stakeholder group. The Singapore government has developed online platforms for strategic partnerships between businesses and non-profits through its statutory agencies to drive collaboration and grow volunteerism and philanthropy. Some companies use these platforms to identify SBV opportunities and leverage the platforms to work directly with government agencies. For example, M2 commented, " We worked with partners such as the National Volunteer and Philanthropy Center, Community

Chest, and Infocomm Media Development Authority. We use them as channels to help us find the opportunities of SBV."

Moreover, companies were found to realise the importance of understanding beneficiary needs from the perspective of non-profit stakeholders. M3 shared how important it was to engage non-profit organisations before designing SBV initiatives:

"I would say that in terms of matching or skills, the more important thing is to be able to understand what the beneficiaries need. This would be based on the description of what the volunteer activity would be and whether there is the individual who can provide that kind of skills, so getting the brief from the beneficiary to us can help us get the right volunteers."

Finally, companies encouraged their employees to share their SBV initiatives. M2 explained their company's practice:

"We have set up a system where we invite people to bring us their personal ideas or personal volunteering projects; if we find that it makes sense, we corporatise it, and these turn out to be the best because their stories are always moving when they talk to other volunteers to inspire people so easily, and obviously, there is a system that is already working, we are just gaming it up."

Volunteers' observations echoed the managers. As E1 shared:

"I approach [the non-profit organisation] and say, we want to do some volunteer work for the organisation for the students. So, I link up with the non-profit organiser and then take some dates from them, and subsequently, I invite the [my company's] people to join the volunteering. So, I can bring in non-profit organisations, and then maybe my colleagues can bring in the non-profit organisations that they want to help. We can request and put into our online volunteering portal as a volunteer."

Such a bottom-up approach aligns with literature showing that volunteers can be more passionate and committed to self-initiated projects, which encourages continued volunteering (Caligiuri et al., 2013). Overall, these findings suggest that engaging multiple internal and external stakeholders is necessary for identifying SBV opportunities, pooling resources, and encouraging volunteers' commitment.

Skills-Matching Process

One way to achieve positive engagement and satisfaction is to ensure the relevant application of skills to SBV programmes. M3 spoke extensively about how a good fit related to employee satisfaction:

"Employees are very happy when they find the right skills-based volunteering opportunities, trying to find the right fit, trying to find something that works on a schedule that is comfortable for everyone, and there is always a chemistry element when it comes to skills-based volunteering, and the outcome satisfaction is much higher."

Companies had developed procedures and mechanisms to match volunteers' skills with organisations' needs. The SBV manager and team were found to be essential in bridging the two sides. Managers highlighted that gathering information about the organisations and beneficiaries and understanding the skills they required was critical for matching the right volunteers. M3 stated:

"I would say that in terms of matching skills, the more important thing is to be able to understand what the beneficiaries need. This would be based on the description of the volunteer activity and whether there is an individual who can provide the specific kind of skills, so the brief from the beneficiary to us can help us get the right volunteers."

Some companies used CSR coordinators and teams of co-workers to identify committed volunteers with appropriate skills. M2 shared some of the procedures used in her company to

find committed volunteers and ensure skill-matching: "The procedure starts from the CSR team giving a brief and then recruits people. If there is a very specific skill set like IT or cyber security, we will turn to that team. If it is a more generic skill set like mentoring youth, then we would open up to most of the staff." After the first round of recruiting, the coordinator "will help further brief the employee volunteers who have signed up. These procedures help a lot to assess our volunteers who really have the intention to commit."

Other companies adopted technology and developed in-house automated volunteering portals to help with the matching process. For example, M4, from an international consultancy company, mentioned that the CSR team and employees could post ongoing CV programmes on an online volunteering portal, enabling employees to sign up. The tasks and skills needed for each programme are shared on the portal, allowing employees to match their skills to what is needed.

The above findings reflect the experience of large companies. The SME representatives in our focus group reported an absence of a skill-matching process in their SBV arrangement. This comment from M6, an owner-manager from an SME, is representative: "Absolutely nothing we do in skill matching because we are not comparable to the large companies. SBV only comes up once in a while and not in a structured way. It's dependent on situations."

Organisational Support

Support was needed from companies and non-profit organisations. Companies provided volunteer paid time off (VTO), recognition, and monetary donations. Regarding VTO, CSR line managers from large companies mentioned that their companies offered employee volunteering hours. For example, M1 explained that their employees were encouraged to achieve the milestone of at least 56 volunteering hours per year, while M2 shared about their company's HR policy of eight hours per employee for a minimum of three days, totalling 24

volunteering hours annually. By having VTO embedded in HR policies, the companies signalled that they supported employees to volunteer their time, skills, and effort in a positive and structured way.

However, despite the presence of these policies, VTO seemed to be ineffective in supporting SBV. Results showed that not all employees were aware of the details of VTO policies or used them. For example, volunteers E1 and E2 were not certain about whether VTO hours were four or eight per year but reported that a flexi-leave system had replaced the previous VTO policy in their company. Similarly, E3 was uncertain about the exact number of volunteering hours but confirmed that their company did monitor volunteering hours: "I do not even know what the [VTO] number is, but [my company] records it [VTO hours] officially." Another reason VTO did not work effectively was associated with working culture and style. For instance, E4 remarked that personnel from the audit and risk advisory departments worked long hours. Urgent work commitments at times had to take priority for employees who had signed up for pre-volunteering preparatory classes. Employees in these departments thus found it challenging to use VTO to commit to SBV. Another factor limiting VTO was a lack of support from line managers, as pointed out by E4 and M3. They shared that it was not unusual for line managers and leaders to "have other business priorities that take precedence "over SBV. For SBV to progress, M4 stressed, "Volunteering, after all, has to be voluntary, but then, how do you have all these soft approaches to encourage people to volunteer? I think the leadership of walking the talk and paving the way to do this really helps."

Participants reported that it was essential for line managers to recognise the efforts of employees who contributed their skills to SBV programmes. CSR line managers shared ways of giving recognition. One was through company-wide profiling. M1 explained that special recognition was given to individuals for their excellent SBV efforts during annual management meetings. Likewise, M2's company believed wider corporate recognition of employee

volunteer efforts was vital, based on the "premise that people love hearing and seeing themselves." M2's company website presented continuous company-wide profiling of volunteers who led corporate volunteering programmes. Another way of giving recognition was through acknowledging and recognising volunteer efforts in the presence of line managers. M2's company encouraged its line managers to recognise volunteer efforts because they go beyond the minimum VTO hours and create goodwill for their company. M2 suggested that embedding SBV into the 360 feedback as part of employee performance evaluations was a possible additional way for HR to recognise volunteering efforts formally. However, she held some doubt over the fairness of including volunteering as part of performance assessments.

Companies supported employees' SBV with supplementary monetary contributions, subject to certain conditions. For instance, M1 explained their volunteers could request cash donations from company management when they had completed a specified number of volunteer hours known as 'milestones', saying: "individual who has hit the milestone of 56 hours can request some donations from our organisation because basically at times to give back to help this non-profit organisation."

SBV Management System

All managers reflected that formal, structured procedures should accompany volunteering programmes. However, large and small companies adopted different approaches, likely due to the differences in resource availability. While large companies invested in in-house automated volunteering portals, small companies' had more informal volunteer management systems.

CSR line manager M1, from a large software company, shared that their online portal allowed volunteers to submit their volunteering proposals and invite co-workers. The online portal tracked the volunteering hours accrued and allowed volunteers to request donations from the company. Similarly, M4, from an international consultancy company, explained in detail

how the company's automated volunteering portal reduced administrative burden and smoothed the volunteer management process to better engage volunteers. For example, ongoing CV programmes were posted on the online portal, allowing employees to sign up for programmes. The portal tracked volunteering hours, helped to recruit and match employees' skills to organisations' needs, provided logistical arrangements for resource deployment, sent surveys for volunteers returning from completed assignments, and followed up with an appreciation for their volunteering efforts. The portal also allowed the coordinator of each volunteering programme to identify the volunteers who had signed up. Subsequently, the portal sent calendar invites and reminders. Such automated systems help streamline SBV management. As M4 remarked: "The firm has invested quite a fair bit in volunteer management, so we have got a portal that helps us. [With the system], we do not have as much of a challenge administratively." The system also facilitated a bottom-up approach whereby the company encouraged employee-initiated CV programmes to foster employee commitment, as shared by M4: "Employees can also put up their personal volunteering initiatives there and then people can go and sign up as volunteers."

On the contrary, SMEs' informal volunteer management systems involve most of the initiation and coordination responsibilities, rest with the owner-managers and are sometimes supported by stakeholders. As M5 encountered: "We are a very small organisation and pretty much I am driving it. If I need any help from my team, then I will see who has the skill set to assist, so it is very impromptu and ad-hoc."

Impact Measurement System

Measurement systems were also used to facilitate successful SBV. Companies needed to measure SBV impact to justify their ongoing commitment. Interviews revealed a less-than-encouraging picture of impact measurement, with several issues being discussed. Managers from large companies shared that their companies invested in online volunteering portals to

measure volunteering hours, monitor the budget for monetary donations, and obtain feedback from employee volunteers. However, such a system did not provide any information regarding the impacts of SBV on beneficiaries and non-profit organisations. Some large companies had developed indicators to measure their volunteering programmes' impact on the community. M3 shared her company's effort to measure the number of human lives their volunteers had impacted: "One of our main focuses is youth and education. We have an education programme, and each person we impact is one life. They go through a three-month programme with us and the students, like 30 students. We count the number of lives that were impacted through our SBV programmes."

Some companies assessed impact by collecting qualitative data through feedback and emails from volunteers and sometimes beneficiaries. For example, M4's company sent out a volunteer feedback form after each SBV programme "to see whether we are doing a good job and being on the right track when it comes to the type of activities that we put out as well as the running of those activities." However, "some people just choose not to do the survey." M2 mentioned that in recent years, their company received more feedback from their new and younger employee volunteers, who shared that SBV had provided opportunities for their career development.

Participating managers shared their experience of measuring SBV impact through beneficiary feedback. M3's company used feedback forms to document anecdotal evidence from organisations and beneficiaries: "In terms of measurements, we also get feedback forms from our volunteers, mainly the conversations with the beneficiaries. Therefore, the feedback is more anecdotal, qualitative, just to get a sense of whether they think that we have contributed to whatever they have asked us for." They noted that getting such feedback could, however, be challenging, particularly if beneficiaries were under 18. For instance, M4 described that certain regulations must be complied with when dealing with students: "We have some programmes,

for example, mock interview sessions or CV writing clinics with students and university students. We cannot collect them because they are under 18. Instead, we ask the teachers."

Duration of SBV programs

Designing SBV programmes with an appropriate duration was found to be important for attracting and maintaining employee volunteers. However, participants gave different opinions regarding the optimal duration of SBV. M3 elaborated on the difficulty in keeping volunteers engaged for longer periods because "it is hard to keep the attention of some of the volunteers. And they also want to do a variety of different volunteering activities. So I would say, three months is a good time frame to keep them engaged."

Two employee volunteers from the same company preferred a shorter duration. E6, a millennial employee volunteer, explained that a longer duration was not feasible: "When [the company] put a call out to volunteers, the ones that are the most popular are like half a day or a day-long, and the ones that are three to six months long it can be very hard to find the volunteers to come forward." Another volunteer, E3, addressed that personal priorities could impact the length of SBV commitment and, hence, preferred shorter SBV. Nevertheless, E3 said she would volunteer for longer-term SBV projects when co-workers requested more volunteers: "If someone on the team is interested in helping out that organisation… or have been working with them... so I think it is just a combination of personal interest, what is available, what is out there right now, where can I lend my skills."

Chapter 6: Results from Study 2

This chapter reports the results of Study 2, which examines the relationship between SBV and employee engagement using a quantitative approach

6.1. Descriptive Statistics

6.1.1. Basic Demographic Statistics

Table 10 presents the socio-demographic characteristics of our sample. More women responded to the questionnaire (59 per cent) than men (41 per cent). Regarding participation frequency, 52 per cent of the respondents indicate that they participate in SBV programs when they see them as relevant. Such a result suggests the importance of aligning the SBV design with employees' interests and concerns. Additionally, 83 per cent participated in local SBV programs, and 15 per cent participated in local and overseas SBV programs. Finally, 82.6 per cent of corporate volunteers reported being slightly satisfied to very satisfied with their jobs.

Table 10: Socio-Demographic Characteristics Of The Sample (N=299)

		No of participants	percentage
Gender	Female	177	59%
	Male	121	41%
Age group	18 to 24	12	4%
	25 to 34	51	17%
	35 to 44	96	32%
	45 to 54	82	27%
	55 to 64	54	18%
	Above 65	4	1%
Frequency of CV	All the time	11	3.7%
	Most of the time	84	28.1%
	When relevant	156	52.2%
	When asked	48	16.1%
Skills Practised in CV	Teamwork	248	83%
	Communication/PR	190	64%
	Time Management	172	58%
	Leadership	147	49%
	Mentorship	109	36%
	Negotiation	64	21%
	Marketing	43	14%
	IT	29	10%
Location of CV	Local	249	83.3%
	Overseas	4	1.3%
	Both	46	15.4%

Job Satisfaction	Extremely dissatisfied	1	0.3%
	Moderately dissatisfied	8	2.7%
	Slightly dissatisfied	14	4.7%
	Neutral	29	9.7%
	Slightly satisfied	49	16.4%
	Moderately satisfied	134	44.8%
	Very Satisfied	64	21.4%

6.1.2. Participants' Perception related to various SBV variables

I then examined the participants' perceptions related to various SBV variables. The results are reported in Table 11. About 68 per cent of the respondents agreed or strongly agreed that they had applied their professional, technical and non-technical skills in the SBV programs. Over 84 per cent of the participants agreed or strongly agreed that their soft skills (communication, problem-solving, teamwork, project management, critical thinking) improved from participation in SBV. In comparison, only about 41 per cent agreed or strongly agreed that their professional or technical skills have improved. Similar results are found in Table 9, which shows that most respondents reported teamwork, communication, and time management skills. Fewer respondents reported applying their professional skills, such as marketing skills (14 per cent) and IT skills (10 per cent).

Regarding learning new skills, almost 57 per cent of the participants agreed or strongly agreed that SBV helped them learn new skill sets that can be applied to the job in their companies, and 53 per cent agreed or strongly agreed that SBV made them more confident in their job. A more encouraging finding is that close to 79 per cent agreed or strongly agreed that SBV helped them draw a different perspective on how they work. Such results suggest that SBV seems more effective in bringing in a new way and mindset of working than directly equipping volunteers with specific job skills.

Regarding the benefits of networking, the results suggest that 87 per cent and 53 per cent of the participants agreed or strongly agreed that SBV helped them build good relationships with their peers and expand their external network, benefitting their careers, respectively. Such

results demonstrated that the current SBV programs are an effective tool to bond the team but offer limited opportunities to help participants reach out to external partners that benefit their daily jobs.

Regarding the perceived others-significance of SBV, 90 per cent and 87 per cent of the participants agreed or strongly agreed that the SBV they participated in created a change in the lives of others and significantly impacted people outside their company, respectively.

In the context of perceived organisational support in SBV, close to 75 per cent and 67 per cent of the participants agreed or strongly agreed that their company took pride in their accomplishments and that they could approach their company for extra support or resources, respectively. Moreover, 80 per cent agreed or strongly agreed that their company cared about their wellbeing during corporate volunteering. On the other hand, less than half agreed or strongly agreed that their company considered their personal values and goals when assigning the volunteering tasks. These suggest that companies hold the best interests of their employees' accomplishments and well-being in SBV and can improve aligning organisational goals with employees.

Next, a high majority of participants, 94 per cent and 96 per cent agreed or strongly agreed that the SBV work they did was worthwhile and meaningful, respectively.

In the context of psychological safety in their job, a low 22 per cent and a lower 12.3 per cent of participants agreed or strongly agreed that should they make a mistake, their company did not hold it against them and also that they did not find it difficult to ask for help from other members of their organisation. In the same vein, less than 53 per cent of participants agreed or strongly agreed that no one in their organisation would deliberately act in a way that undermined their efforts in the workplace.

Next, most participants (> 90 per cent) agreed or strongly agreed that they perceive time as passing significantly faster while performing their jobs, corresponding to the recent findings based on new workplace design characteristics in a 2023 study by Zhao, Deng, Chen, Parker, and Zhang. The authors found that employees feel time moves significantly faster when focused on performing their tasks. Hence, their study pointed out to employers that the right work design assists their employees in maintaining focus and feeling that time is passing quickly. Hence, they consider themselves more productive and perceive the job project as more pleasant. Also, in my study, 94 per cent of participants agreed or strongly agreed that their hearts were in their jobs, indicating an aspect of their emotional engagement during role performances (Kahn, 1990). In the same vein, 91 per cent of participants agreed or strongly agreed that they felt excited when they performed well in their jobs. According to Barreiro and Treglown (2020), employees with a higher level of a happy disposition arising from enthusiasm or excitement experience higher levels of engagement. Finally, close to 87 per cent of the participants agreed or strongly agreed that they would stay on their jobs until they were done, following past research that engaged employees display high commitment, are more productive, contribute positively to the company, and are motivated to contribute to the organisation's success (Rich et al., 2010).

In general, most participants suggest the following: a) They are driven more by their others- motives compared to self-motive, b) they admit the presence of perceived organisational support in SBV and psychological safety at the workplace, and c) SBV is meaningful to them. Moreover, over 68 per cent of participants joined SBV when it was relevant or when they were asked, and at the workplace, a majority of 83 per cent of participants reported being slightly satisfied to very satisfied in their jobs (Table 10).

Table 11: Distribution Of Participants Perceptions (%)

		Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly %
Self-motive	I applied my professional, technical and/or non-technical skills in corporate volunteering assignments.	3.3	9.7	19.4	49.2	18.4
					< 68 %	
	Corporate volunteering improved my soft skills (for example, communication, problem solving, teamwork, project management, critical thinking).	1.7	1.7	12.4	59.2	25.1
					84 % >	
	Corporate volunteering improved my professional, and/or technical skills (for example, finance, marketing, IT, engineering, teaching, architectural, artistic, design, audio/video).	3	20.1	35.8	32.4	8.7
					41 %	
	Corporate volunteering helped me learn new skill sets that can be applied to the job in my company.	1.7	11.4	30.1	45.2	11.7
					< 57 %	
	Corporate volunteering helped me draw a different perspective in the way I work.	1.3	5.7	14	60.2	18.7
					< 79 %	
	Corporate volunteering made me more confident in my job.	2.3	8.0	36.8	40.5	12.4
					< 53 %	
	Corporate volunteering helped me build good relationship with my peers.	1.3	1.3	10.0	55.5	31.8
					87 %	
	Corporate volunteering helped expand my external network that benefitted my career.	2.3	9.4	35.1	39.1	14.0
					53 %	
Others-motive	The corporate volunteering programs create a change in the lives of others outside my company.	0.7	0.3	9.0	52.5	37.5
					90 %	
	The tasks that I carry out during corporate volunteering have had a significant impact on people outside the organisation.	0.7	0.3	12.4	54.8	31.8
					< 87 %	
Perceived SBV Organisational Support	My company took pride in my accomplishments in corporate volunteering.	0.3	4.0	20.7	51.8	23.1
					< 75 %	
	My company considered my goals and values when assigning volunteering tasks to me.	1.0	11.7	39.5	32.8	15.1
					< 48 %	
	I could approach my company for extra support/resources during corporate volunteering.	1.0	4.0	28.1	50.8	16.1
					67 %	

	My company cared about my well-being during corporate volunteering.	0.3	4.0	16.1	56.9	22.7
					80 %	
Meaningfulness	The corporate volunteering work that I did was worthwhile.	0.7	0.3	4.7	51.2	43.1
					94.3 %	
	The corporate volunteering work was meaningful to me.	0.7	0.3	3.0	52.2	43.8
					96 %	
Psychological Safety in Job	If I make a mistake in my company, it is often held against me. *(Rcverse scored)*	7.7	30.4	39.1	19.7	3.0
					22.7 %	
	It is difficult to ask other members of my company for help. *(Rcverse scored)*	12.0	51.2	24.4	10.0	2.3
					12.3 %	
	No one in my company would deliberately act in a way that undermines my efforts.	3.3	8.4	35.5	42.1	10.7
					< 53 %	
Employee Engagement	Time passes quickly when I perform my job.	0.3	0.7	9.7	61.9	27.4
					89.3 %	
	I really put my heart into my job.	0.0	0.3	5.4	56.9	37.5
					94.4 %	
	I get excited when I perform well in my job.	0.0	0.3	8.4	51.2	40.1
					91.3 %	
	I stay until the job is done	0.0	0.7	12.7	59.5	27.1
					86.6 %	

6.2. PLS-SEM Analysis

I employed SmartPLS for partial least squares structural equation modelling (PLS-SEM) to test the hypotheses. PLS-SEM makes no distribution assumptions, allows the inclusion of a single-item construct, and works efficiently with small sample sizes and complex models (Hair, Hult, Ringle, & Sarstedt, 2021). The model tested in this study is complex because it contains nine main latent variables with 33 indicators, the mediation effects, and a single-item construct. Hence, PLS-SEM is a suitable statistical approach for our research purpose.

6.2.1. Step 1 Analysis: Testing the Main Hypotheses

In Table 12, Model 1 tests the main hypotheses using employees' participation in SBV as the dependent variable, while Model 2 tests the main hypotheses using employees' engagement

in the workplace as the dependent variable[1]. The approximate fit index SRMR for the saturated

Models 1 and 2 are 0.057 and 0.063, well within the acceptable range (between 0 and 0.08)

(Hu & Bentler, 1999), indicating the model is approximately well fitting.

Table 12: PLS-SEM Results: Stage 1_Original Hypotheses With Full Sample

	Model 1 Employee Participation			Model 2 Employee Engagement	
	Coefficient	SD		Coefficient	SD
Others-significance -> meaningfulness (H1a)	0.662***	0.045	Others-significance -> meaningfulness (H1a)	0.662***	0.045
Self-significance -> meaningfulness (H1b)	0.210***	0.044	Self-significance -> meaningfulness (H1b)	0.211***	0.045
meaningfulness -> participation (H1c)	0.117+	0.066	meaningfulness -> employee engagement (H1d)	0.233***	0.055
POS -> psychological safety (H2a)	0.427***	0.053	POS -> psychological safety (H2a)	0.389***	0.072
psychological safety -> participation (H2b)	0.137+	0.071	psychological safety -> employee engagement (H2c)	-0.01	0.054
Core self-evaluation -> psychological availability (H3a)	0.528***	0.044	Core self-evaluation -> psychological availability (H3a)	0.527***	0.047
psychological availability -> participation (H3b)	0.093	0.068	psychological availability -> employee engagement (H3c)	0.377***	0.06
			satisfaction -> employee engagement	0.235***	0.057
SRMR	0.057		SRMR	0.063	
Specific indirect effect			Specific indirect effect		
Others-significance -> meaningfulness -> participation	0.078+	0.043	Others-significance -> meaningfulness -> employee engagement	0.154***	0.039
Self-significance -> meaningfulness -> participation	0.025	0.016	Self-significance -> meaningfulness -> employee engagement	0.049**	0.014
POS -> psychological safety -> participation	0.059+	0.033	POS -> psychological safety -> employee engagement	-0.004	0.022
Core self-evaluation -> psychological availability -> participation	0.049	0.036	Core self-evaluation -> psychological availability -> employee engagement	0.199***	0.04

*** p<0.001, ** p<0.01, * p<0.05, + p<0.1; POS: perceived organisational support

The Table 12 reports the results of two models in which employees' participation in SBV and engagement in workplace are used as dependent variables separately. However, we also ran one model in which both of the employees' participation in SBV and engagement in workplace are put in as the dependent variables simultaneously. The results were highly consistent.

In Table 12, others-significance is positively and significantly related to meaningfulness in

both Model 1 and Model 2 (β =.662, p < 0.001; β =.662, p < 0.001), supporting hypothesis 1a

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[1] We also ran one model in which both of the employees' participation in CV and engagement in workplace were put in as the dependent variables simultaneously. The results were highly consistent when employees' participation in CV and engagement in workplace were used as dependent variables separately.

that corporate volunteers find more sense of purpose and meaningfulness when they perceive they are helping others through SBV. Self-significance is also positively and significantly related to meaningfulness in both Model 1 and Model 2 (β =.210, p < 0.001; β =.211, p < 0.001), supporting hypothesis 1b. This finding suggests that corporate volunteers find more sense of purpose and meaningfulness when they get opportunities to apply and develop their job skills and build networks during SBV. In addition, when comparing the magnitude of the coefficients, I find that the impact of others-significance is greater than that of self-significance.

Meaningfulness in SBV is positively and significantly related to participation in SBV in Model 1 (β =.117, p <0.1) and engagement at the workplace in Model 2 (β =.233, p <0.001). Therefore, both hypotheses 1c and 1d are supported, suggesting that meaningfulness employees perceive from SBV increases their participation in SBV and engagement at work.

Perceived organisational support (POS) is positively and significantly related to psychological safety in both Model 1 and Model 2 (β =.389, p < 0.001; β =.389, p < 0.001), supporting hypothesis 2a which predicts when corporate volunteers perceive that their volunteering efforts are valued and their well-being cared for by their organisation, their sense of safety is strengthened. Psychological safety does not show any significant relationship in employee engagement (Model 2) but a weak relationship in SBV participation (Model 1), thus lending no strong support to hypotheses 2b and 2c. Such results suggest that the psychological safety built upon support related to SBV does not translate into engagement in their work.

Core self-evaluation is positively and significantly related to psychological availability in both Model 1 and Model 2 (β =.528, p < 0.001; β =.527, p < 0.001). Such findings suggest that corporate volunteers with high core self-evaluation find themselves psychologically more available, thus supporting hypothesis 3a. While the psychological availability does not show any significant relationship with SBV participation in Model 1, it has a significantly positive

impact on engagement in the workplace in Model 2 ($\beta = .341$, $p < 0.001$). Such results support hypothesis 3c, but not hypothesis 3b, suggesting that higher psychological availability translates to employees' work engagement, not their SBV participation.

Overall, Model 1 supports the mediation relationship of others-significance, meaningfulness, and participation, and that of POS, psychological safety, and participation. Such results confirm that to drive employees to participate in SBV, and it is important to embed the component of benefiting others into the SBV design and provide the related SBV-specific support. Model 2 supports that meaningfulness mediates the relationship between self-significance and engagement in the workplace, as well as the relationship between others-significance and engagement in the workplace. Model 2 also supports psychological availability and mediates the relationship between core self-evaluation and engagement in the workplace. Such results confirm that to ensure a positive spillover of SBV to the workplace, it is imperative to embed the component of benefiting others and opportunities to develop skills and networks into the SBV design and choose the right employees.

6.2.2. Step 2 Analysis: Gender Difference

The results in Step 1 show that employees with high core self-evaluation tend to be more psychologically available; however, such psychological availability does not translate to SBV participation. This is unexpected given that prior literature highlights that when employees face work and non-work competing demands for their energy, they participate less in SBV (Vasoo, 2019). The literature also suggests that female employees faced more non-work responsibilities and juggling among more competing demands from work and non-work domains (Cabrera, 2009; Woodward, 2007). Hence, we tested the hypotheses by separating the sample to male and female groups to identify any variance across genders.

In Table 13, Models 3 and 4 test the hypotheses on SBV participation for male and female samples, respectively. While the results remain largely similar for male and female samples, a few interesting differences emerge. For male employees, the most important mechanism driving SBV participation is meaningfulness from others-significance and self-significance. Psychological availability from core self-evaluation does not affect their decision to participate in SBV. However, for female employees, psychological availability significantly affects their decision to participate in SBV. Women holding higher core self-evaluation are more likely to participate in SBV. Such results support the prior literature that competing demands may be more of a concern for female employees than male employees, particularly in the decision to participate in an optional activity, such as SBV. I also conducted the multi-group analysis (MGA) in SmartPLS. This method is a non-parametric significance test for the difference of group-specific results that build on PLS-SEM bootstrapping results (Henseler, Ringle & Sinkovics, 2009; Sarstedt, Henseler & Ringle, 2011). The results show that the mediation effect of others-significance – meaningfulness – participation and self-significance – meaningfulness – participation are stronger for the male group than for the female group at a marginal level ($p < 0.1$; $p<0.1$).

Table 13: PLS-SEM Results: Stage 2_Hypotheses For Different Gender

	Model 3		Model 4			Model 5		Model 6	
	Participation in SBV		Participation in SBV			Engagement in workplace		Engagement in workplace	
	Male		Female			Male		Female	
	Coefficient	SD	Coefficient	SD		Coefficient	SD	Coefficient	SD
Others-significance -> meaningfulness	0.607***	0.067	0.690***	0.052	Others-significance -> meaningfulness	0.607***	0.065	0.690***	0.058
Self-significance -> meaningfulness	0.322***	0.068	0.143**	0.052	Self-significance -> meaningfulness	0.322***	0.07	0.144**	0.052
meaningfulness -> participation	*0.197**	*0.097*	*0.098*	*0.09*	meaningfulness -> employee engagement	0.206*	0.09	0.241**	0.07
POS -> psychological safety	0.312**	0.117	0.468***	0.065	POS -> psychological safety	0.313*	0.127	0.465***	0.064
psychological safety -> participation	0.103	0.115	0.090	0.09	psychological safety -> employee engagement	-0.095	0.085	0.036	0.075
Core self-evaluation -> psychological availability	0.580***	0.064	0.489***	0.063	Core self-evaluation -> psychological availability	0.580***	0.065	0.488***	0.066
psychological availability -> participation	*0.011*	*0.111*	*0.160+*	*0.083*	psychological availability -> employee engagement	0.439***	0.084	0.345***	0.078
					satisfaction -> employee engagement	0.258***	0.069	0.222*	0.088
SRMR	0.078		0.062		SRMR	0.075		0.060	
Specific indirect effect					Specific indirect effect				
Self-significance -> meaningfulness -> participation	*0.063+*	*0.037*	*0.014*	*0.015*	Self-significance -> meaningfulness -> employee engagement	0.066*	0.031	0.035*	0.016
Others-significance -> meaningfulness -> participation	*0.119**	*0.057*	*0.068*	*0.06*	Others-significance -> meaningfulness -> employee engagement	0.125*	0.058	0.166**	0.052
POS -> psychological safety -> participation	0.032	0.044	0.042	0.044	POS -> psychological safety -> employee engagement	-0.03	0.034	0.017	0.036
Core self-evaluation -> psychological availability -> participation	*0.006*	*0.067*	*0.078+*	*0.041*	Core self-evaluation -> psychological availability -> employee engagement	0.255***	0.06	0.168***	0.048

*** p<0.001, ** p<0.01, * p<0.05, + p<0.1; POS: perceived organisational support

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Models 5 and 6 test the hypotheses on engagement in the workplace for male and female samples, respectively. The results of all relations are largely similar for male and female samples. However, an MGA shows that the mediation relation of others-significance – meaningfulness – engagement in the workplace is significantly stronger for the female group than the male group at a marginal significance level ($p < 0.1$ from MGA). Such results could be attributed to the fact that women are more likely to experience intense positive emotions – such as joy and happiness – from an SBV benefiting others compared to men (Grossman & Wood, 1993); the more intensive positive emotion could have a stronger positive spill-over effect to women's workplace engagement. In addition, the mediation relation of core self-evaluation – psychological availability – engagement in the workplace is significantly stronger for males than for females ($p < 0.05$ from MGA).

6.2.3. Step 3 Analysis: Moderating Effect of Psychological Safety

In the Step 1 analysis, I did not find psychological safety directly influencing employee engagement as initially hypothesized in H3b. However, prior literature suggests that employees who experience psychological safety can bring their complete selves to work and be better engaged (Bauman & Skitka, 2012; Chaudary & 2019). Hence, I postulate that psychological safety, though not directly impacting engagement at the workplace, may indirectly affect employee engagement, i.e., psychological safety could be a moderator that strengthens or weakens the relationship between other variables, such as meaningfulness and psychological availability and employee engagement. Correspondingly, I tested the psychological availability as a moderator to the meaningfulness and psychological safety path by adding the interaction, as in Models 7 and 8 in Table 14.

Table 14: PLS-SEM Results: Stage 3_Moderated Effect Of POS With Full Sample

	Model 7			Model 8	
	Coefficient	SD		Coefficient	SD
Others-significance -> meaningfulness	0.662***	0.041	Others-significance -> meaningfulness	0.662***	0.043
Self-significance -> meaningfulness	0.210***	0.043	Self-significance -> meaningfulness	0.211***	0.045
meaningfulness -> participation	0.142+	0.073	meaningfulness -> employee engagement	0.301***	0.06
POS -> psychological safety	0.389***	0.067	POS -> psychological safety	0.389***	0.062
psychological safety -> participation	0.088	0.068	psychological safety _ -> employee engagement	0.02	0.054
Core self-evaluation -> psychological availability	0.528***	0.045	Core self-evaluation -> psychological availability	0.527***	0.045
psychological availability -> participation	0.072	0.079	psychological availability -> employee engagement	0.341***	0.058
psychological safety * meaningfulness -> participation	0.046	0.06	psychological safety * meaningfulness -> employee engagement	0.090*	0.037
psychological safety * psychological availability -> participation	0.014	0.067	psychological safety * psychological availability -> employee engagement	-0.093*	0.047
			satisfaction -> employee engagement	0.214***	0.055

*** p<0.001, ** p<0.01, * p<0.05, + p<0.1; POS: perceived organisational support

In Model 7, the interaction terms do not show any significant results, suggesting that psychological safety does not regulate the relationship between other variables and employees' participation in SBV. In Model 8, the interaction between psychological safety and meaningfulness is positively significant (β =.090, p < 0.05). The interaction between psychological safety and psychological availability is negatively significant (β =-.093, p < 0.05). Such results suggest that psychological safety triggered by the organisation's support to SBV, on the one hand, allows the employees who perceive the meaningfulness of SBV to bring back the positive experience to their workplace and become more engaged. On the other hand, such psychological safety weakens employees' psychological availability's positive impact on their workplace engagement. Such results –are valid - when the organisation provides enough support to help employees tackle their competing demands, an employee's core self-evaluation and the related psychological availability would matter less in driving a positive outcome from SBV.

Chapter 7: Discussion

In this chapter, the results of Studies 1 and 2 will be discussed, connected, and compared with findings from prior studies to highlight the novelty of the thesis. Several notable findings will be discussed: a value co-creation model via SBV, a bottom-up approach to SBV, and using SBV for experiential learning.
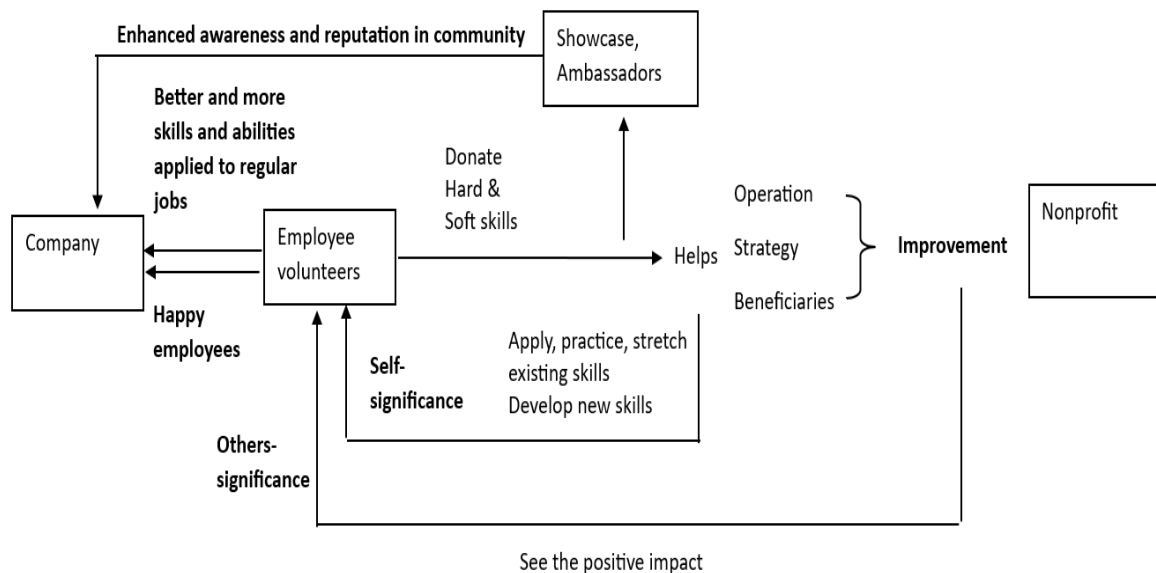
7.1. A Value Co-Creation Model via SBV

7.1.1. Process of a Value Co-Creation Model via SBV

The concept of co-creating value with multiple stakeholders has been particularly influenced by Porter and Kramer (2002, 2006, 2011). These authors proposed that CSR practices create value because they positively influence multiple, long-term outcomes of individual well-being, organisational effectiveness and efficiency, and societal well-being, outcomes posited to be of equal importance. Though a series of studies following Porter and Kramer's (2006) seminal paper shared successful cases, there remains a lack of in-depth research on how to design, implement, and measure such co-creation business models.

Building upon the HR co-creation framework, results from the focus group interviews in Study 1 revealed a value co-creation model via SBV that allows triple wins for all the stakeholders, as shown in Figure 4. The model shows that co-creating value for the three groups of stakeholders depends on practising skills. Therefore, employee volunteers must donate the skills non-profit organisations need to improve their operations, strategies, or well-being of beneficiaries. Volunteers must also have opportunities to practice and extend their current skills and gain new skills from SBV projects. There needs to be a match between volunteers and organisations in terms of types of skills, scope of projects, time commitment needed, and pre-training to calibrate skills.

Figure 4: Triple-Win SBV Model

This type of value co-creation model is also useful for establishing a holistic model for measuring SBV impact, which is still absent in the literature. The value created through SBV should be examined from the perspective of multiple stakeholders, covering factors such as the value gained by the company in terms of the costs and benefits of SBV-related training, employee satisfaction in terms of enhanced or new skills and emotional well-being, and the non-profits' cost savings and enrichment. Such a holistic measurement system would help justify SBV to companies and volunteers to encourage their continued commitment and could be used to reflect and improve SBV design and implementation.

Creating a 360-degree survey to track SBV impact on stakeholders would be useful. The survey could collect feedback from employees regarding their well-being and skill development, managers regarding their employees' work engagement and SBV-based learning

outcomes, and non-profits regarding SBV's effects on their operations and beneficiaries and how they perceived volunteers and contributing companies. The results of such a survey could indicate to company management, employee participants, and the public how meaningful SBV activities had been, but also as a tool to motivate continuous participation and identify areas to improve SBV design and implementation. Such a feedback system could help close the loop and facilitate a continuous SBV improvement process.

7.1.2. Conditions of a Value Co-Creation Model via SBV

Study 1 revealed the conditions needed to co-create value through SBV. These are summarised in Figure 5. Failure to fulfil the conditions could be attributed to three organisational factors (internal information asymmetry, company culture, and resource constraints) and one individual factor (individual mindset). Companies and non-profits have developed structures and processes to address these factors.

Figure 5: Conditions and Structure/Processes

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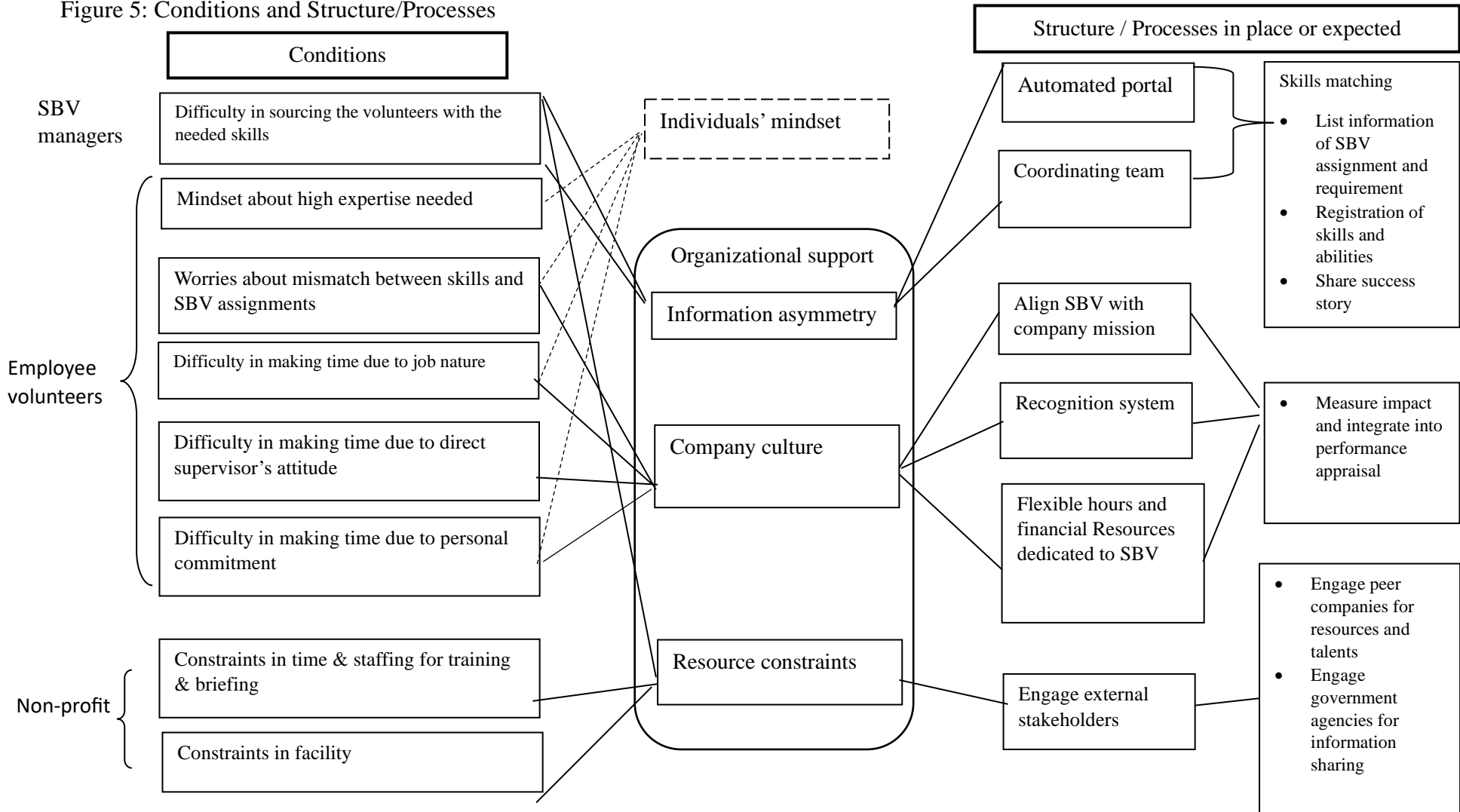
SBV managers reported that it was challenging to find the right employees and volunteers with needed skills, while employees were concerned about the expertise level required and a potential mismatch between their skills and assignments, which can be attributed to information asymmetry within the company. To address this, the companies represented had either manually set up a coordinating team or used an automated portal to facilitate the internal sharing of information about employee skills, SBV assignment requirements, and success stories. A few large multinationals used an internal automated portal that facilitates real-time information exchange and reduces the administrative burden on SBV managers and coordinators. Automated volunteering portals can enable a bottom-up approach whereby employee-initiated SBV becomes company-level SBV. Although establishing and maintaining such an automated portal is costly and unlikely to be adopted by smaller companies, government agencies could develop a shared platform allowing smaller companies and non-profits to register and exchange information internally.

Failure to fulfil conditions can also be caused by company culture, particularly when a lack of management support creates obstacles. Company culture is a system of shared values and norms (Schein, 1983) and is often viewed as a resource that facilitates integration and through which employees learn to manage external challenges. It is a multi-faceted concept, with Schein (1990) distinguishing three levels of organisational culture: observable artefacts (e.g., physical layout, dress code), espoused beliefs and values (e.g., strategies, goals), and basic assumptions. Hofstede et al. (1990) highlight four elements of organisational culture: symbols (e.g., items, pictures), heroes (e.g., role models), rituals (e.g., group activities), and values. Organisational culture influences employee behaviour, attitudes, priorities, and coping mechanisms as employees internalise the culture and embed their value systems within the organisation. Employees exhibit positive responses to activities aligned with the organisation's value system (Sekar & Dyaram, 2020). Regarding volunteering, prior studies suggest that the

greater extent to which employees see congruence between organisational culture and volunteering activities, the more likely they are to have positive attitudes towards and become involved in volunteering programmes (Afkhami et al., 2019; Chong, 2009; Lee et al., 2013). On the contrary, when employees perceive that volunteering activities are not congruent with organisational culture, this can lead to disinterest and lower participation in volunteering programmes (Sekar & Dyaram, 2020).

Line managers play an important role in linking company culture to employee practices. The literature indicates that line managers can shape employee experiences and influence their perceptions about volunteering by either supporting or inhibiting volunteer programmes. Line managers act as gatekeepers of volunteer programmes (Bussell & Forbes, 2008; Vian et al., 2007), exerting an informative influence if providing information to encourage volunteering (Hu et al., 2016) or a normative influence if pressuring employees to volunteer (Bussell & Forbes, 2008). Line managers might also volunteer as role models (Bart et al., 2009; Peloza & Hassay, 2006). The current analysis showed that employee volunteers and SBV managers acknowledged that direct supervisors' positive attitudes made SBV feel safer and more feasible in terms of time. They also expected line managers and senior management to lead SBV by example.

The extent to which line managers facilitate or inhibit SBV depends on their competing demands to ensure the company's bottom line, a fundamental component of company culture. Therefore, a culture supportive of SBV should be established with a systematic integration of SBV into the company mission. This would alleviate competing demands and facilitate SBV. In addition, SBV-friendly company culture should include structures and systems such as recognition, performance appraisal systems, and manager support. SBV engagement should also be presented in company mission and vision statements, employee handbooks, internal newsletters, and marketing collaterals to show visible encouragement of SBV.

Resource constraints, both from companies and non-profits, were also found to influence conditions. Resources in shortage included required skills, facility, and time. Collaborating with external partners to access skills and facilities is one solution to this issue. Volunteer time constraints could be relieved by setting appropriate programme duration and allowing volunteers to choose their time. For non-profits, time spent on pre-training and briefing sessions for volunteers could be reduced through self-directed training courses.

The final influencing factor was individual mindset. All interviewees mentioned competing demands from work, volunteering, and personal commitments, and noted the challenges of SBV assignment such as the mismatch between their skills and what was required. However, some were more proactive in pursuing the SBV agenda and viewed the SBV assignment as an opportunity to stretch their abilities. For instance, one employee volunteer [E3] explained that SBV allowed her to step out of her comfort zone and stretch her skills. There is a suggestion in the literature that individuals who are better able to fulfil dual roles in work and non-work domains (Bowling et al., 2012; Rich et al., 2010) have higher core self-evaluation and are more well-adjusted, self-confident, and efficacious (Judge et al., 2003). In comparison, others might perceive SBV more as a stressful additional task.

7.1.3. A Bottom-Up Approach to Initiating SBV

Companies traditionally initiate CSR using a top-down approach, which can cause problems such as employees feeling forced into SBV participation (Bartel, 2001; Cook & Burchell, 2018; Steimel, 2018) or perceiving it is designed to benefit the firm, thus undermining the purpose of volunteering (Dempsey-Brench & Shantz, 2022). In the current findings, some company representatives reported encouraging employees to introduce SBV initiatives to support empowerment and encourage wider participation. Such an approach can help to address the problems noted above.

7.1.4. SBV for Experiential Learning

Findings indicate that SBV participation can enable volunteers to hone their existing skills and develop new skills. This is in line with experiential learning theory, which highlights how knowledge can be created through experience. Scholars have identified conditions and mechanisms for experience-based learning to work. Andresen, Boud, and Choen (2000), for example, provide the following criteria for experience-based learning: (1) a personally significant goal; (2) deep personal engagement; (3) a recognition of prior knowledge; (4) trust, respect, and concern for learners' well-being; and (5) opportunities for reflection. The current findings suggest that SBV fulfils most of these criteria. Volunteers have a sense of significance through engaging in SBV, they are typically highly engaged, they recognise applying their knowledge and skills, they generally feel happy about volunteering, and feel a sense of trust and respect from co-workers and non-profit organisations. However, the final criterion, opportunity for reflection, appeared to be lacking. Analysis showed that while some companies had invited employees to share their SBV experiences in company newsletters, none had a systematic process for volunteers and managers to reflect on their learning throughout the SBV experience.

I identified several SBV mechanisms that aid skill development. One mechanism was that volunteers sought opportunities to practice job-related technical skills in a new context. One volunteer employed his UX/UI skills to help improve a non-profit's online platform, sharpening his work-related skills in the process. Another, an auditor, tailored their advanced financial knowledge to their beneficiaries' needs. For this mechanism to work requires a high level of matching between employee skill sets and non-profits' skill needs.

Another mechanism was that volunteers developed their skills by accepting tasks outside their comfort zone, pushing them to stretch their job-related skills and possibly develop new abilities. This was particularly the case when there was a low level of matching between

volunteer skill sets and non-profits' requirements. This finding is in line with those of Pless et al. (2011), who showed that volunteering situations could force volunteers out of their "personal comfort zone" (p.248) and challenge their expectations. Here, while some volunteers found that leaving their comfort zone was a positive experience, others found it negative, at least initially. One volunteer, a tax manager, was requested by his company to assist a non-profit in updating its finance and HR manual. He initially felt stressed updating the HR manual because his skills did not match the task. However, when nearing project completion, he felt elated as he learned more about HR policies regarding work-life balance after being pushed to stretch his abilities. Another volunteer was invited to be part of the advisory board of a non-profit organisation and felt that this was a novel opportunity outside their regular job that provided new skills. These findings resonate with studies connecting volunteering and skill development (Bussell & Forbes, 2008; Caligiuri et al., 2013). Nevertheless, stretching one's skills in SBV depends not only on the gap between existing and required skills but also on the individual's interests and ambitions and their perceived stress.

A third mechanism was that volunteers learned from co-workers. Results revealed that teamwork facilitated volunteers' learning of new skills through observation and through guidance and mentoring. This aligns with McCallum et al.'s (2013) view of SBV, which highlights the benefits of working with a diverse team of co-workers. Hu et al. (2016) found that co-worker volunteering positively related to learning, while Vian et al. (2007) similarly found that co-worker engagement in SBV programmes facilitated collegial development.

These identified mechanisms fit somewhat into Kolb's experiential learning theory (ELT) (Kolb, 1984), which unfolds over four stages: (1) concrete learning, when a learner gets a new experience or interprets an experience in a new way; (2) reflective observation, where the learner reflects on their experience; (3) abstract conceptualisation, where the learner forms new ideas or adjusts their thinking based on their experience and reflection; and (4) active

experimentation, where the learner applies new ideas to the world around them and assesses whether modifications need to be made. The first two stages involve grasping an experience, while the latter two focus on transforming an experience. Findings demonstrate that volunteers had typically gone through the first two stages by applying their knowledge and skills to a new environment learning new knowledge and skills, and informally reflecting on their skills and their peers during SBV. However, there was little evidence of the third and fourth stages. This suggests that companies may lack a formal approach to leveraging the power of experiential learning in SBV to enhance their employees' skills.

In summary, the findings suggest that SBV provides an excellent opportunity for experience-based learning. However, companies should make greater efforts to design SBV in a way that facilitates experience-based learning. One way to implement a closed-loop learning process that leads to internalised learning would be to create a formal reflection process. This would include a pre-SBV skill assessment that identifies the skills to be used and developed, a post-SBV reflection to evaluate the types of skills being practised, developed, and learned, and an on-the-job reflection to review how skills gained from SBV could be applied in volunteers' jobs.

7.2. Validating the SBV Design Components.

Study 1 offered qualitative findings showing that SBV could create value for the three groups of stakeholders should certain conditions be met. However, these results were based on a limited number of participating companies, managers, and employees. Whether these results would generalise to a larger population was therefore doubtful. In addition, SBV sustainability was found to depend on employees being able to continuously participate in SBV and cope with competing demands from SBV engagement and workplace commitments. To address these concerns, I recruited a larger sample in Study 2 using surveys and tested the three SBV design components identified in Study 1, i.e., perceived significance of SBV, organisational

support and volunteer personality, and workplace engagement after SBV participation. The first component pertained to volunteer motivation, while the second and third reflected organisational and individual conditions of successful SBV.

7.2.1. Factors Driving Employee Participation in SBV

Prior research generally shows that employees participate in SBV because they hope to help others (Henning & Jones, 2013) or develop skills and networks for career advancement (Grant, 2012; Pajo & Lee, 2011). I termed these two motivations others-significance and self-significance, respectively. Study 1 revealed that volunteers indeed saw both of these benefits from their participation, while Study 2's results confirmed that SBV participants typically experienced more others-significance than self-significance. Findings from Study 2 also indicated others-significance was a stronger influence on experiencing meaning than self-significance for all participants. Others-significance drove all respondents to participate in SBV, while the meaning generated by self-significance only drove male employees' participation. These findings differ from Caligiuri et al.'s (2013), who reported that skill development (an aspect of self-significance) had a stronger effect on long-term SBV programme participation than others-significance. This could be attributed to the difference in CV programmes investigated, with Caligiuri et al. (2013) examining a global CV lasting three to six months, which would allow for more substantial skill development. In the current sample, most participants served on local CV programmes, typically on a smaller scale and with short duration (NVPC, 2014; Vasoo, 2019). Skill development in these more modest programmes may be less notable. An implication of this finding is that small-scale and short-term SBV assignments should clearly link to a good cause as a first step to introducing employees into the programme. In addition, firms could do better in embedding valuable self-significance factors to increase programme attractiveness.

7.2.2. Skills Developed

One gap identified in the literature search was uncertainty as to whether soft or hard skills were practised and developed more in SBV programmes (Shantz & Dempsey-Brench, 2021). Studies 1 and 2 offered novel evidence on this issue. Study 1 showed how both soft and hard professional skills were offered by volunteers, while the quantitative insights from Study 2 revealed that 68% of participants practised hard and soft skills in their SBV and that they practised soft skills most. Teamwork, communication, and time management were the most practised soft skills, while marketing and IT were the most practised hard skills.

Regarding skills development via SBV, Study 1 gives some narrative evidence that employee volunteers benefited by sharpening their existing skills from SBV. Study 2 gives more quantitative results: 84 per cent of the participants improved their soft skills, while only 41 per cent improved their hard skills. Regarding learning new skills, although Study 1 gives some good examples of volunteers learning new skills via SBV, Study 2 shows that 57% of the participants have learned new skills that are valuable to their daily job. Moreover, 79 per cent of the participants appreciate the new perspective they gained from the SBV experience, which could help their daily job.

7.2.3. Factors Driving Positive Workplace Spillover

Study 2's results suggested that others-significance and self-significance were both important in bringing about positive spillover from SBV to the workplace, although the former was generally more important. Impact also differed by gender, with male employees indicating that self-significance led to more spillover than others-significance, and female employees reporting the opposite pattern. This may be because for male employees, instrumental benefits from SBV such as improved skills and a wider network contributed to their daily job activity, while for females, the positive feeling from doing good for society played a more important role in raising their morale in the workplace.

Overall, these results highlight that finding a good cause that generates meaning and a sense of others-significance is important for smaller-scale and short-duration SBV. Providing opportunities to apply and learn skills and develop networks will help attract male volunteers and could promote positive spillover into the workplace.

7.2.4. SBV Suitability

Some interviewees in Study 1 noted time constraints as a major obstacle to their SBV participation, saying their availability was restricted by daily job and family commitments. Others reported having more availability. Multiple factors explain perceived psychological availability. Study 2 revealed that core self-evaluation, a personality factor, was particularly important for female employees to feel psychologically available to participate in SBV, given the higher level of competing work- and non-work-demands they face (Cabrera, 2009; Woodward, 2007). Male and female employees characterised by high core self-evaluation can adapt their cognitive and emotional resources to process SBV experiences and translate them to positive workplace outcomes.

7.2.5. Effect of SBV-Specific Support on Participation and Engagement

Results from Study 2 showed that psychological safety developed through organisational support was important in attracting employees to participate in SBV. This finding confirmed a narrative finding from Study 1 and aligns with prior studies (Sekar & Dyaram, 2021). Study 2 also showed that psychological safety indirectly impacted employee workplace engagement by regulating the association between meaning and engagement, which is in contradiction to previous evidence showing a direct impact. For example, Kahn (1990) argues that employees who feel psychologically safe at work and who do not fear judgement from teammates or higher management are more likely to engage. May et al. (2004) found that rewarding co-worker relations and supportive supervisor relations were positively related to psychological safety which, in turn, predicted job engagement. However, the observed difference could be attributed

to this thesis focusing on psychological safety triggered by SBV-specific organisational support. This form of psychological safety may not generally impact employee engagement but rather facilitates translation of positive SBV experiences to the workplace.

Organisational support for SBV provides employees with sufficient psychological safety to commit to SBV and enables those who perceive meaning in SBV to bring their positive experiences to the workplace. On the downside, support weakens the positive impact of psychological availability on workplace engagement. When sufficient organisational support and psychological safety are offered, more employees will be confident to join SBV and bring back positive externalities to the workplace without worrying about the competing demands of their jobs.

Chapter 8: Theoretical Contributions and Practical Implications

8.1. Theoretical Contributions

SBV is an aspect of CSR that can co-create value for multiple stakeholders. While it is receiving increasing attention from academics and practitioners, there remain various challenges to its implementation. There is also a lack of research that takes a holistic view in understanding how multiple stakeholders collaborate to design, implement, and measure co-creation business models. In this thesis, I have established and tested a value co-creation model of SBV over two studies. In Study 1, I adopted a holistic approach to identify the process and conditions of a value co-creation model of SBV from multiple stakeholders. In Study 2, I validated the process by testing links between the SBV design components identified as important in Study 1 and employees' SBV participation and workplace engagement.

Study 1 was informed by the HR co-creation model (Hewett & Shantz, 2021). Focus group interviews with three groups of stakeholders (company managers, employee volunteers, and non-profit organisation members) were conducted to compare, validate, and integrate SBV experiences and perceptions from all stakeholders and construct a value co-creation model of SBV that allows triple wins for the three groups. The model highlights the importance of matching volunteers and receiving organisations in terms of skills, scope of projects, time commitment, and pre-training, and the utility of post-feedback to calibrate the use of skills. This value co-creation model provides a framework to measure the impact of SBV holistically, which is still absent in the current literature.

The thesis has also identified inter-connected conditions of successful SBV and attributed these conditions to three fundamental organisational factors: information symmetry, an SBV-conducive organisational culture, and leveraging partners to tackle resource constraints. A range of measures used by companies to address these factors were mapped. Illuminating these

three fundamental organisational factors could provide a general framework to practitioners and policymakers as building blocks of value co-creation in SBV.

While Study 1 showed that SBV could co-create sustainable value for multiple stakeholders, it appears that companies typically expect their employees to bring what they have learned and experienced through SBV back to their regular jobs (McCallum et al., 2013). Nevertheless, there are mixed results regarding how SBV participation influences employee engagement (Rodell, 2013), particularly as SBV competes for limited time and energy (Cowlishaw et al., 2008; Rodell, 2013). Though much research has been conducted to understand what motivates employees to participate in SBV, relatively little has sought to understand the effect of SBV participation on workplace performance. Study 2 investigated how SBV programme design influenced employee participation in SBV and workplace engagement, considering factors such as embedding meaning through conveying a good cause, developing skills, SBV-related organisational support, and choosing/training the right employees. The study is among the first to test what companies can do to foster SBV programmes and promote positive outcomes.

The results of Study 2 supplemented those of Study 1 by showing that others-significance played a more important role than self-significance in motivating employees to participate in SBV and bringing positive spillover to the workplace. Study 2 also gave more quantitative evidence of the skills being practised, developed, and learned, showing that volunteers practised and improved their soft skills more than hard skills. Employees benefited more from the new perspectives gained through SBV than from specific skills. Also of importance, Study 2 empirically supported that SBV-related organisational support encourages employee participation in SBV by alleviating the insecurity around committing time. Such support also seems to help employees translate positive experiences from helping others through SBV to higher engagement in the workplace. Study 1 provided some narrative regarding how

individual mindset might affect SBV participation and outcomes. Study 2 followed up on this by assessing core self-evaluation as an individual personality variable, showing that employees with higher core self-evaluation had more willingness and readiness to participate in SBV. The importance of this individual factor was weaker when companies provided good SBV-related support. These results help build a clear theoretical and empirical link between SBV design, employee participation in SBV, and employee engagement in the workplace.

Together, the two studies establish and validate a value co-creation model of SBV that identifies the process of creating value for each stakeholder and categorises relevant conditions and measures at the organisational and individual levels. The model could enrich the literature on volunteering by providing a framework that bridges gaps between stakeholders with different expectations. It could also contribute to the emerging theory of HR co-creation (Hewett & Shantz, 2021).

8.2. Practical Implications

In terms of practical application, the results of Study 1 highlight several best practices for SBV success. Some companies had set up an automated volunteering portal to facilitate information symmetry across stakeholders, allowing information to be shared in real-time. This encourages a participative approach, inviting employees to initiate and promote SBV. Further, collaborating with other companies to access talent and facilities helps increase SBV impact and resolve resource constraint issues.

Findings might also inform good practice. For example, others-significance evokes emotional engagement and satisfaction from employee volunteers. In this regard, companies could follow up with non-profit organisations to understand how SBV programmes and participating volunteers benefit non-profits and beneficiaries. Companies could then share feedback with volunteers to increase the sense of others-significance. The results also suggest

that companies are doing well in facilitating the first two stages outlined in experiential learning theory, namely concrete learning and reflective observation. However, more work is needed to promote the second two stages of abstract conceptualisation and active experimentation. To further improve learning effectiveness through SBV, companies could introduce a reflection stage as a follow-up step after SBV assignments. This could help volunteers question what they have learned and how this could be applied in the workplace. Reflection could be carried out through formal sharing sessions or via the company's platforms, such as the company newsletter or online volunteering portal.

In addition, results revealed contextual factors that need more attention. One critical issue is the lack of line manager support. Embedding employee commitment in SBV and line manager support for SBV into performance appraisals, recognition, and a reward system could be viewed as "artefacts of the company's underlying culture" (Rodell et al., 2017; p. 10). They form a visible architecture to frame SBV that would be helpful to companies and practitioners.

Furthermore, study 1 shows that there was little evidence that interviewed companies have done something with abstract conceptualization (the third stage) and active experimentation (the fourth stage) so as to facilitate experiential learning in SBV, suggesting that companies may lack a formal approach to leveraging the power of experiential learning in SBV to enhance their employees' skills. For companies to establish a more formal approach to facilitate experiential learning through SBV, I give the following recommendations. First, to engage in abstract conceptualization is an act of reflection on an experience; the learner either consciously or subconsciously theorizes, classifies, or generalizes their experience in an effort to generate new information. This "thinking" stage serves to organize knowledge, enabling learners to see the "big picture" and identify rules and patterns. This stage is critical for learners to be able to transfer their knowledge from one context to another. To implement the abstract conceptualization in the companies' SBV design, I recommend adding reflection of how SBV

experience can be applied in workplace as part of post-SBV activity. Second, the stage of experiential experimentation is learning by doing, where the learner applies or tests out their newly-gained insight in the real world. The application of learning itself is a new experience from which the cycle begins again. To materialise experiential experimentation in SBV design, it might help to ask participants to purposefully apply their reflective experiences learnt from SBV to their workplace and then do another round of reflection.

Study 2's results have important implications for practitioners. Although SBV programmes can lead to possible 'wins' for employees, non-profits, and businesses, it is not practical for companies to merely assign volunteers to a volunteer situation and hope they will succeed and derive benefits. To capture value across multiple stakeholders, companies must be encouraged to find a good cause and communicate this to employees to elicit a sufficient sense of purpose. Further, companies should work collaboratively with non-profits to craft longer-term volunteer assignments, select volunteers based on their technical skills, and place them in assignments where they can use and further develop these skills. I also encourage companies to provide necessary organisational support to resolve conflicts arising from competing work with personal-family life demands and concerns about SBV commitment leading to workplace disadvantage. Such intervention will give employees the psychological safety to commit to SBV and help promote a positive workplace atmosphere. Lastly, I recommend that companies choose employees with higher core self-evaluation as they can better manage competing demands, be more willing to participate in SBV, and be more likely to bring positive externalities to the workplace.

Chapter 9: Limitations and Future Research

9.1. Limitations and Future Research of Study 1

I acknowledge several limitations in Study 1. First, in our sample, all of the SBV assignments shared by the interviewees are relatively short-term. Hence, the participants' evaluation of its impact on skill development might be limited compared to long-term SBV. However, I believe that short-term SBV are probably more common practices adopted by most companies, given the limited resources the company has to spare for SBV. I call for more careful design, integrating short-term SBV with skill development needs. For example, companies matching skills and SBV requirements can design multi-phases of SBV to facilitate skill development.

Second, all employee volunteers are from M3's company. Consequently, there might be bias in their responses due to the impact of common corporate culture or corporate support on their SBV. Future research could explore the questions in more companies, with different sizes and cultural backgrounds to extend the generalizability of the results.

Third, the results might be subject to social desirability bias [the participant presents answers that are more socially acceptable than their true opinions or behaviours], a common CSR-related limitation in qualitative research (Beckmann, 2007; Kuokkanen, 2017). Participants might share more socially favourable comments when talking about their SBV experience. However, our research design of collecting data from three stakeholder groups, i.e. on the supply side – companies and employee volunteers and the demand side – non-profit, allows us to cross-compare the findings and mitigate the bias to some extent.

9.2. Limitations and Future Research of Study 2

I acknowledge some limitations of this study. First, any survey based on self-reporting could be subject to social desirability bias, defined as a need for social approval and acceptance

and the belief that this can be attained utilising culturally acceptable and appropriate behaviours' (Marlowe & Crowne, 1961).

Although I used an anonymous online survey to minimise social desirability bias (Larson, 2019), the results should be interpreted cautiously. Second, I did not include other variables that could affect employees' participation in SBV and engagement in the workplace, such as religion, family commitment, social and technical support provided by non-profit organisations, or types of work in SBV programs. Future research could investigate how the design of SBV interacts with those factors in bolstering a good outcome. Third, I asked the participants to report their previous participation in SBV instead of their intention to participate in the future. Such a research design helps us understand how an existing SBV design impacts employee volunteers' actual participation. Future research could be performed to develop a dynamic understanding of how past SBV experiences and any intervention that a company introduces to enhance the SBV program affect employees' participation in SBV. Fourthly, SBV is a fast-emerging type of CV where work-related skills are channelled to assist non-profit organisations with mutual benefits for both organisations (Dempsey-Brench & Shantz, 2022). Skills are the key element that SBV contribute to multiple stakeholders. In the current thesis, study 1 used a qualitative approach to identify the types of skills being applied and learned. The skills identified from Study 1 might not be comprehensive, given the small sample size. Study 2 only used a generalised instrument to measure applying and gaining skills as a source of self-significance. However, the literature suggests that SBV could develop skills in different ways, for example, through cognitive, affective and behavioural activities (Pless et al., 2011, 2012; 2014). There are opportunities to further theorise and categorise the skills developed from SBV into several types or analyse the dimensions of the skills, based on which to analyse which types of skills and what kind of skills will benefit employees, nonprofits and companies more. This could be explored in future research.

An essentially expected outcome of SBV is skill development, which depicts an individual's continuous growth in learning in various contexts through general practice and experience and by developing specific tasks and strategies. Future research should explore employee volunteers utilising their cognitive, affective, and behavioural developments from SBV, potentially related to SBV outcomes. Sources of self-efficacy in enactive attainment, vicarious experience, verbal persuasion, and the individual's physiological state could be examined further to explain the Galatea effect on volunteer behaviour and modelling in SBV. These were not included in this study but would be interesting in future research.

Taking the above together, I recommend more longitudinal studies integrating standard corporate social performance metrics using advancing technology that could capture intangible outcomes from SBV and bring externalities into the workplace. To take full advantage of the power of mixed methods research to go deeply into SBV, primarily research on the collaboration of salient stakeholders identifying opportunities, pooling resources, and encouraging employee volunteers' continued volunteerism could be devoted to this emerging yet interesting topic.

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Appendix A: Interview questions for the three focus groups

(1) What are the benefits of SBV to companies, employees -volunteers, and non-profit organisations, and what drives them to SBV? (all focus groups)

(2a) Explain the organisational preparedness to match volunteers' skills/knowledge/expertise to non-profit organisations. (adapted to CSR line managers)

(2b) What job-related skills do employees apply in SBV? (adapted to employee volunteers)

(3a) How does your company evaluate and measure employee volunteers' experience from SBV(adapted to CSR line- managers)?

(3b) Is skill development from employee volunteering supported? (adapted to employee volunteers)

(4) What challenges or barriers did your company/employee-volunteers/non-profit organisation face in SBV? (to all focus groups)