EVALUATING VOLUNTEER IMPACT

doing volunteering justice

# EVALUATING VOLUNTEER IMPACT

Tools to help you assess the impact made by volunteers in the Criminal Justice System

CLINKS

supporting voluntary organisations that work with offenders and their families

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doing volunteering justice

CLINKS

Clinks is a national organisation that supports the work that Voluntary and Community Sector organisations undertake within the criminal justice system of England and Wales. Clinks' vision is of a vibrant and independent Voluntary and Community Sector working with informed and engaged communities to enable the rehabilitation of offenders for the benefit of society.

**www.clinks.org**

# Contents




**This guide and the evaluation tools it describes were written by Ben Jarman**




**Acknowledgments** | Many thanks are due to all involved with the four organisations which allowed us to carry out pilot assessments while we developed these tools. In particular, we are indebted to Kirsti Green at Fine Cell Work, Fabio Gomes of Southside Partnership and Dena Tyler of HMP The Mount, Adrian Nelson of Sussex Pathways, and Rob Smith, Ange Parton and Deb Grantham of YSS, all of whom facilitated the meetings with volunteers, service users and staff on which these resources are founded. Generous advice from several people outside Clinks helped us to develop our thinking on the tools, including Peter Kilgariff, Mark Bitel of Partners in Evaluation, Kimmett Edgar of the Prison Reform Trust, Eryl Foulkes of the Tudor Trust and Alan Morton of Impetus Trust. Finally, we are also grateful to The Institute for Volunteering Research and Volunteering England, who have allowed us to adapt and build on their work in creating these tools.

# Here are just some of the roles that volunteers undertake within the Criminal Justice System...

## Youth justice

- Appropriate adult
- Mentor
- Youth Offender Panel member

## Restorative justice

- Victim-offender mediator
- Family group conference facilitator
- Community Justice Panel member

## Victims

- Witness Service volunteers in Crown and Magistrates' Courts
- Victim Support volunteer
- Helpline advisor
- Counselling

## Probation

- Probation Board member
- Teaching literacy and numeracy volunteer tutor
- Supporting training courses
- Mentor
- Probation volunteer

## Prisons

- Official prison visitor
- Custody visitor
- Prison visitors' centre (support and advice, assisting with practical tasks)
- Play worker for children during prison visits
- Literacy, numeracy and basic skills volunteer tutor
- Chaplaincy (from the main world faiths)
- Volunteer orchestra leader

## Police

- Special Constable
- Police Cadet
- Independent custody visitors
- Police support volunteer
- Crimestoppers volunteer
- Crime Prevention Panel member
- Diamond Initiative volunteer

## Other

- Independent Monitoring Board member
- MAPPA (Multi-Agency Public Protection Arrangements) lay advisor
- Neighbourhood Watch co-ordinator
- Magistrate or Justice of the Peace
- Providing helpdesks in Magistrates' Courts
- Raising awareness of Prisons Week and Prisoners' Sunday
- Community Chaplain
- Circles of Support member (working with sex offenders to reduce the risk of re-offending)
- Fundraiser for charities and voluntary and community organisations that support offenders, ex-offenders, prisoners, those at risk of offending or the victims of crime
- Volunteer for charities and voluntary and community organisations that support offenders, ex-offenders, prisoners, those at risk of offending or the victims of crime
- Campaigner
- Hate Crime Scrutiny Panel member
- Educating young people and promoting preventative measures
- Courts Board member
- Community Justice Panel member
- LCJB (Local Criminal Justice Boards) Independent Advisory Group member
- Trustee

## Volunteer roles for prisoners

- Participating in park regeneration schemes
- Providing Braille transcriptions for blind people
- Creating artworks for hospices
- Making wheelchairs
- Citizens' Advisor (in conjunction with Citizens Advice Bureau)
- Peer-advisers
- The Samaritans listeners
- Acting in plays
- Timebanking

# 1 Introduction

## This chapter outlines how we have developed these tools and how you can use them. It contains:

- An outline of the origin of this work in a toolkit produced by Volunteering England
- An explanation of how and why we adapted those resources
- A list of the contents of the toolkit
- Details of how you can adapt and change the tools
- A list of what you need in order to make use of the tools.

## In this chapter...



# 1 Introduction



Clinks has developed a set of evaluation tools for volunteering projects run by Voluntary and Community Sector (VCS) organisations working around the criminal justice system. They include specially designed interview questions and questionnaires, and a tool which allows you to enter questionnaire responses and automatically create graphs of your results.

The tools build on the Volunteering Impact Assessment Toolkit (VIAT), which is produced by the Institute for Volunteering Research (IVR), research wing of Volunteering England. The original VIAT is intended for use by all kinds of volunteer-involving organisations in all sectors of work. Clinks' tools adapt these specifically for use by organisations that work with offenders and their families.

Volunteering plays a particularly important part in the criminal justice system (CJS); volunteers are 'all too often able to add something that cannot be delivered by paid staff, who need to maintain a professional distance'.[1] VCS organisations involve volunteers in a hugely diverse range of roles, for example those shown on page 3. In spite of this diversity, they are likely to have common concerns and outcomes which are not specifically provided for in the generic tools included with the original VIAT.

Clinks have therefore adapted and added to the resources in the original toolkit, creating a set of sector-specific questions that can be used as questionnaires or in focus groups and interviews. These questions can be used alongside (or instead of) those in the original VIAT.

We have also created a set of analysis spreadsheets intended to help with entering, analysing and presenting quantitative data gathered using these tools.

This guide contains an introduction to the resources Clinks has developed. It also contains detailed guidance on how to use the analysis spreadsheets.

All of the resources are intended to be used flexibly; you do not need to use the questions exactly as they have been written, and you are free to adapt and alter the questions according to your needs. We would like you to share any changes you do make with Clinks, so that if we see particularly innovative and useful adaptations of our work, good practice can be shared with other organisations in the sector.

## 1.1 What is in the original Volunteering Impact Assessment Toolkit?

The original VIAT contains guidance and tools that enable you to assess the difference that volunteering makes in a wide range of areas, explore positive and negative and intended and unintended outcomes of volunteering, and to compare results over time. The step-by-step instructions contained in the original toolkit are supplemented by additional resources on the Volunteering England website.

VIAT is designed to enable organisations to adapt the tools as needed. Clinks adds to the original resource by creating a set of tools that are specifically adapted for use by VCS organisations working with offenders and families.

1. Neuberger, J. (2009), *Volunteering Across the Criminal Justice System: Baroness Neuberger's review as the Government's Volunteering Champion*, p7. Available at http://webarchive.nationalarchives.gov.uk/+/http://www.cabinetoffice.gov.uk/media/124076/volunteers%20in%20cjs.pdf

## 1.2 How we adapted the original Volunteering Impact Assessment Toolkit

Clinks reviewed the original VIAT materials and used them with organisations whose chief focus is the criminal justice system. The main objectives were:

- To gather evidence on how different stakeholders viewed volunteering in the CJS, to be used in Clinks' own policy and best practice work
- To create an adapted set of resources from the VIAT materials, which would be sector-ready for use by VCS organisations working in the CJS.

We worked with four partner organisations and conducted pilot impact assessments using resources adapted from the original VIAT. A mixture of qualitative and quantitative information was gathered, which included speaking to different stakeholder groups to understand the impact that they said volunteers were making.

Based on these four pilots, lists of questions were compiled that could be used by organisations who wanted to conduct an evaluation of their own work. We consulted on these lists at two feedback events, then refined the questions, which are now presented in two forms:

- Quantitative questionnaires
- Qualitative interview schedules for use with individuals or small groups.

## 1.3 What you will find in this pack

Clinks have created additional resources that can be used alongside those provided in the original VIAT. These are referred to by filename in the list below:

- Four questionnaires targeted at different stakeholder groups:
  - Questionnaire – peer volunteers.xlsx
  - Questionnaire – service users.xlsx
  - Questionnaire – staff.xlsx
  - Questionnaire – volunteers.xlsx
- Four interview schedules that can be used to gather qualitative information, also targeted at the same four stakeholder groups:
  - Interview and focus group schedule – peer volunteers.xlsx
  - Interview and focus group schedule – service users.xlsx
  - Interview and focus group schedule – staff.xlsx
  - Interview and focus group schedule – volunteers.xlsx
- Four spreadsheets to analyse questionnaire data, as well as one template spreadsheet to allow you to analyse questions you have written yourself:
  - Analysis sheet – peer volunteers questionnaire.xlsx
  - Analysis sheet – service users questionnaire.xlsx
  - Analysis sheet – staff questionnaire.xlsx
  - Analysis sheet – volunteers questionnaire.xlsx

- A spreadsheet to help analyse qualitative data from the interviews:
  - Analysis sheet – interviews and focus groups.xlsx

These resources are intended to be used with the original VIAT – to supplement it, rather than replace it. If you are thinking of conducting a volunteering impact assessment using the original VIAT, they will give you more options to choose from when they will give you more options to choose from when gathering, analysing and presenting data.

You're free to use these resources on their own, but we strongly recommend that if you are interested in using them, you should purchase a VIAT from Volunteering England (currently priced at £30 – see www.volunteering.org.uk). It will help you to think through the things you want to assess, as well as showing you how to plan and conduct the assessment.

## 1.4 Adapting and changing these resources

The tools described in this guide are available under a Creative Commons licence. This means that:

- You are free to:
  - Copy, distribute and transmit what we have done
  - Adapt, tweak, alter, or change any of the resources that have been created
  - Make commercial use of these tools.
- Under the following conditions:
  - Attribution: you must acknowledge Clinks' work in any adaptations you make
  - If you alter, transform or build upon this work, you may distribute the resulting work to others only on the same terms as these.

We hope that organisations that use these tools and adapt them to particular conditions and tasks will then be able to make the resulting questions and tools available to other organisations in the sector. If you do make such adaptations, please let us know; we would like to know how you have found them and what you have done with them. We'd also like to share any high-quality adaptations of the tools with other organisations in the sector, so that all of the VCS working with offenders might benefit from them.

Further information on the licence we have used for this work can be accessed by visiting the Creative Commons website.

## 1.5 What you need in order to use the resources

You will need a word processor and a spreadsheet application. We used Microsoft Word and Microsoft Excel in the Office 2010 package, but if your organisation does not use these or cannot afford them, you can download free alternatives such as OpenOffice.org or Libre Office. If you use a free package, the resources will still work, but you may find that some formatting does not display as well as it

# 1 Introduction



does in the Microsoft versions. Users of Microsoft Office 97, Office 2000, Office XP and Office 2003 will need to download and install the Microsoft Office Compatibility Pack to use the spreadsheets. If you do not install this compatibility pack, the formulas in the spreadsheets will not work.

We have assumed that you are familiar with very basic statistical ideas such as averages, that you can read and understand bar and pie charts, and that you can understand percentages and other simple methods of expressing numbers.

The spreadsheets have been designed to work 'out of the box'. In order to use them in their original form, you do not need to have extensive experience with spreadsheets, though a little will help.

However, underpinning the calculations are a large number of formulas. These are fairly complex, in order to deal with the large quantities of data that will potentially be entered. If you want to make significant alterations to the spreadsheets, or to perform more sophisticated statistical analysis, you will need a greater level of experience with Excel or other spreadsheet packages.

Sections 3-5 of this guide describe how to use the Excel spreadsheets that are provided with this guide.

# 2 Planning and collecting data

**This chapter outlines some of the questions you need to ask before starting to collect data, and also some practical tips for conducting interviews and using questionnaires. It contains:**

- A reminder to think about the purpose of an evaluation before you start carrying it out
- An explanation of the difference between qualitative and quantitative data
- Practical advice on planning and conducting interviews and focus groups
- Practical advice on planning and conducting written questionnaires and surveys.

## In this chapter...



# 2 Planning and collecting data

## 2.1 Think carefully about what you want to achieve and what information will help you achieve it

Organisations working with offenders often work with people who have multiple needs, meaning the work covers a number of different fields, perhaps including some of the following:

- Mentoring or peer mentoring
- Drug and alcohol rehabilitation
- Arts
- Housing and homelessness
- Family support
- Restorative justice and mediation
- Young people
- Financial advice.

Different organisations are likely to want to use the tools in different ways. For example, some might want to evaluate what they are doing in order to redesign their service. Other organisations might want to collect evidence to show funders their volunteers are having an impact. Why you are conducting the impact assessment and who you want to present it to will have a profound effect on what information you look for, and how you choose to collect it.

Although the resources in this pack are intended to be adaptable, they cannot meet every possible need without adaptation. The questions we have written are broad, so they can be used for different purposes. It's likely that you will not want to use all of the questions we have written, or that you might want to change some of them.

## 2.2 Qualitative or quantitative data?

You can collect different kinds of information using the tools we have made.

- Qualitative data is information that is hard or impossible to count – such as attitudes, views, and experiences. It can give you a picture of how people feel about your work and the volunteers' roles in it.
- Quantitative data is numerical information on things that can be counted and analysed statistically. It can give you a picture of how far, how extensively, or how strongly people feel something.

If you want to investigate questions like 'how has volunteering affected you?' then qualitative methods are likely to be useful. You could, for example, use the interview schedules to conduct individual or group interviews, and the qualitative analysis spreadsheet to note and organise the evidence from your notes or transcripts.

If you needed statistics to include in a funding bid, report to funders or in external communications, then quantitative methods could help. You could use the questionnaires to collect the data and then use the analysis spreadsheets to calculate and present the results.

In many cases you will want to gather a mixture of quantitative and qualitative data. You might use a questionnaire with a mixture of closed and open questions, or use a selection of interviews as well as a survey.

Further advice on what to think about when deciding what kinds of questions to ask can be found in the original VIAT.

## 2.3 Data collection

### 2.3.1 Interviews and focus groups

Interviews can be conducted in different ways - over the phone or in person, individually or in groups. They take time to arrange and conduct, but they gather detailed qualitative data. Quantitative questions can also be included. The interview schedules included in this toolkit can be used to structure an individual or group interview.

The interview/focus group schedules that have been created can be used to structure a basic individual or group interview.

There are several things you need to think about before going ahead to collect the data:

| CONSIDERATIONS FOR COLLECTING DATA | |
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| **Who is going to conduct the interview(s)?** | • In many cases, interviewees will be giving their feedback on others involved in the service. It's important that interviewees feel able to be honest, even if their views are negative.<br>• If possible, it is better if the interview is conducted by someone who is neutral to the project and better still if they are not involved with the organisation at all.<br>• One way to achieve this is to involve volunteers from a local university or college as interviewers. Another way could be to reach a like-for-like arrangement with another local organisation, so that staff conduct a certain number of interviews in each other's organisation on a reciprocal basis. |
| **Are you arranging the interviews so that you get a wide range of views?** | • This can be important within a specific stakeholder group. For example, it may be tempting to arrange face-to-face interviews with the service users you know can be relied on to keep an appointment, but you risk not learning from those who are not engaging. Being flexible, for example by offering interviewees the choice between a phone or face-to-face interview, may widen the range of potential responses.<br>• It can also be illuminating to hear different stakeholder perspectives on the same question. For example, asking both staff and volunteers about whether volunteers receive the right training will give you a firm evidence base for whether you need to make changes.<br>• In some cases, interviewees may think later of something they wanted to say. Or there may be points of view that they are not comfortable to express in person. At the end of the interview, give them a sheet showing the questions you went through in the interview, and contact details to which they can send any further answers, if they want to. It's a good idea to include a date by when additional answers have to be sent.<br>• It is important that interviewees know how their comments are going to be used. Anonymity may encourage interviewees to speak more freely, but you need to make this decision in advance, because it will affect the practical arrangements you make. For example, if a service user is interviewed by a member of staff, they may feel that any comments will be attributed to them, whether or not their name is written on the interview record sheets. Decide in advance whether you intend to quote and attribute comments in an interview, and ensure that the interviewer explains your decision before the interview takes place. A sample text for this purpose has been included in the interview schedules provided with this pack. |

# 2 Planning and collecting data

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| **Will you record or note interviews?** | • Transcripts from a recording can be an excellent form of evidence because the quotes that come from them are in the speaker's own words, but you need to plan for the time taken to make them. Allow between three and four times the length of the interview for each transcript.<br>• If you decide to make notes of an interview, it can be a good idea to have a separate note taker present, or to prepare a sheet with the questions written on it for the interviewer to use. Either way, jot down key themes and quotes that seem important, then write up the notes more fully as soon as possible after the interview.<br>• It is also a good idea to have some spare sheets to record any interesting digressions if you are using a semi-structured interview. |
| **Are your interview questions qualitative or quantitative, or both?** | • If you are asking qualitative questions, it will usually mean noting or recording the conversation as it occurs and then summarising and organising the information later.<br>• If you are asking quantitative questions, it is a good idea to prepare some kind of data capture sheet so that you can quickly note down the answers that were given while conducting the interview. |
| **Are the interviews taking place in prison or in the community?** | • It is easier to arrange an interview in the community than in prison. You will be freer to use recording equipment if you wish to, and the main challenges are likely to be finding the right space for the interviews to take place, and making the practical arrangements.<br>• In prison, arrangements will be more complicated. If your interviewer is not security cleared, they will need to be accompanied by prison staff or by someone who is. |
| **Would some people rather answer the questions on paper?** | • Some interviewees may feel more comfortable answering questions in a different form. If you are interviewing uniformed prison staff, for example, whose time is inflexible and structured, it may be a good idea to offer the chance to answer the same questions on paper. Non-uniformed prison staff can usually be more flexible than uniformed staff in arranging appointments and structuring their day to accommodate your request for their time.<br>• Someone who wants to express a negative opinion may feel more comfortable doing so in writing than in person. |
| **Is a group interview or a one-to-one or paired interview more appropriate?** | • Focus groups can be better when you are looking to gather in-depth views on a small number of issues. The group dynamic often helps develop the conversation and relax the participants, and it can also feel less formal than a one-to-one interview.<br>• Focus groups favour the more confident though, so facilitators need to take care to stop the discussion being dominated by one or two strong personalities. |
| **How will you allow for unforeseen problems?** | • If at all possible, it is a really good idea to test the interview questions on one or two people as a 'pilot', and to adjust them if necessary. In some cases this is not possible, and if you are only planning to ask the questions to a small number of people, it may be less necessary.<br>• However, if you do not test the questions first, you might find that they take too long, or that your interviewees don't understand some questions in the way that you expected. Testing questions on a small scale before you use them on a large scale is well worth the effort. |

# 2 Planning and collecting data



When you have thought about these issues and decided on what you are going to do, arrange and carry out the interviews.

### 2.3.2 Surveys and questionnaires

Surveys and questionnaires will give you data which, on the face of it, is easier to handle and better suited to quantitative analysis. However, do not forget that the data has to be handled, entered and processed. It may be a challenge to get a large number of questionnaires completed, but you will also need to think carefully about what you do with the data once it has been collected.

The questionnaires we have included can be used in full or in part. The spreadsheets that go with them can be used to handle the data entry and analysis.

You need to think through several things before deciding how to collect data using questionnaires:

| CONSIDERATIONS FOR COLLECTING DATA | |
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| **How will you record and collect the data?** | • There are a range of methods you can use to distribute the questionnaire. The most basic is to print them and have respondents fill them in by hand. This is straightforward but someone will have to take the returned questionnaires and do the data entry. This time needs to be included in your planning.<br>• There are a number of advantages and disadvantages to using online survey tools, such as Survey Monkey, which was used by Clinks during the pilot assessments. They make the distribution and data collection of surveys a great deal simpler, and they eliminate the need for someone to enter the data. They usually contain some data analysis features, and though these are not as flexible as using your own spreadsheets, they are more than adequate for most needs.<br>• However, it can take some time to learn how to put a survey together on the website, and you will need to plan the time necessary to transfer the questions you want from the Clinks questionnaires to the online tool.<br>• It's also important to think about which format of questionnaire to use. An online survey can be answered by a staff member by clicking on a link during their lunch break; it may present a different challenge to a service user who might not have access to a computer or be very confident using one.<br>• In deciding how to carry out the survey, balance the needs of those you are questioning against the capacity your organisation can devote to the survey. As with interviews, piloting the survey with a few respondents and then entering the data to the spreadsheets is a good way to reveal any unforeseen issues. |

# 2 Planning and collecting data

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| **How will you ensure that results are representative?** | • You will need to think carefully about how to ensure that you are capturing an accurate picture of the group you are surveying. It can undermine the credibility of the figures you gather if they are not representative – for example if you have only collected opinions from the success stories.<br>• Some individuals may have lower literacy levels than others. If you think this may be an issue among your target group, think of whether you can offer respondents the option of answering the questionnaire face-to-face or over the phone if they are not comfortable to, or able to fill it in themselves.<br>• You need to give thought to how to collect information from individuals who may be disillusioned. This is because those with positive opinions can be a self-selecting group – if they are well-disposed towards the organisation they are more likely to complete a questionnaire. Whether by allowing respondents to answer anonymously, or by selecting a sample and then devoting staff time to ensure that they complete a questionnaire, it's important to seek a range of views.<br>• Further advice on sampling and ensuring a representative survey can be found in the original VIAT handbook. |
| **How will you ensure that you don't double-count responses?** | • If you are using a paper-based survey or doing the data entry and analysis yourself, it is very essential that each completed response is given a unique number. This means you won't double-count responses. If you are using an anonymous survey, it is your only means of distinguishing between different responses.<br>• The analysis spreadsheets included with this guide are also dependent on each response having a unique number. Answers that are entered but not given a number are not counted in the calculations.<br>• If you are using paper questionnaires and the Clinks analysis spreadsheets, taking the trouble to individually number each questionnaire before you distribute them to respondents is well worth the effort. It will make it easier to monitor how many of your intended respondents has answered. |
| **Do you need to gather responses from serving prisoners?** | • It is extremely unlikely that prisoners will be able to complete an online questionnaire. A paper questionnaire may be your only option.<br>• Carefully brief any volunteers or staff that you ask to distribute the survey so that they can explain its purpose and importance to the organisation, as well as any deadline, to the prisoners. It's also important that they are clear about the deadline.<br>• You will also need to think about how to get the survey back. The ideal is that prisoners can complete it on the spot and hand it back to your staff or volunteer but this may not be practical, so consider providing a stamped addressed envelope with the questionnaire, giving a clear date by which completed questionnaires need to be returned.<br>• Make the questionnaire as simple as possible. |

# 2 Planning and collecting data



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| **How will you ensure that the questionnaire actually gets completed?** | • Make sure the survey is no longer than it has to be. Your planning will be essential here; only if you are clear about the overall purpose of your assessment will you know which questions are really relevant.<br>• Avoid inserting unnecessary questions. Instead, if you are collecting information about someone, make sure you have a reason in mind. For example, it can be tempting to collect full demographic details about your respondent group – gender, age, ethnicity, and so on. The Clinks questionnaires include questions of this nature. However, if one purpose of your impact assessment is to understand whether the expectations of male and female volunteers are being met, then you will definitely need to include a question about gender.<br>• Adding questions on things that you think would be 'nice to know', without having a clear rationale for them, make the questionnaire more time-consuming for the respondents, but also makes the job of analysing data more complicated. |

Make sure that all of the questions contribute to the overall goals you have set.

Once you have collected the answers, you are ready to prepare the actual questionnaires you are going to use.

# 3 How the analysis spreadsheets are structured

**The toolkit contains spreadsheets to help sort, analyse and present data from questionnaires. This chapter outlines basic features of how these are structured. It contains:**

- Details on how each spreadsheet is divided into different worksheets, and how to move between these
- Details of where answers from the questionnaires can be entered
- Details of where to find the tables and graphs that display these answers.

## In this chapter...



# 3 How the analysis spreadsheets are structured



Before looking at how to enter and analyse data in the next chapter, this chapter gives you a basic introduction to how the analysis spreadsheets have been put together. This section will help you to understand the structure of the sheets and some of how they work.

> **We strongly recommended that you have one of the spreadsheets open while you read this section.** ou will be able to find the features that are referred to in your own copy of the spreadsheets, and also to work your way through the examples and screenshots below. Trying to carry out these exercises for yourself is by far the best way of learning how the spreadsheets work, because you will start to understand how the structure and the formulas work.

## 3.1 Tabs

Each spreadsheet is a large collection of worksheets. The whole Excel file, consisting of numerous worksheets, is called a workbook.

The tabs can be seen at the bottom of the Excel window. On the left hand side of the screen are the coloured tabs. These are more numerous than the space available, which is why the rightmost of them will be part hidden by the horizontal scroll bar. You can scroll the tab lists by clicking the right and left arrows at the left-hand end of the tab list.


The tabs are colour coded. The colours correspond with the different question groups in the questionnaires.

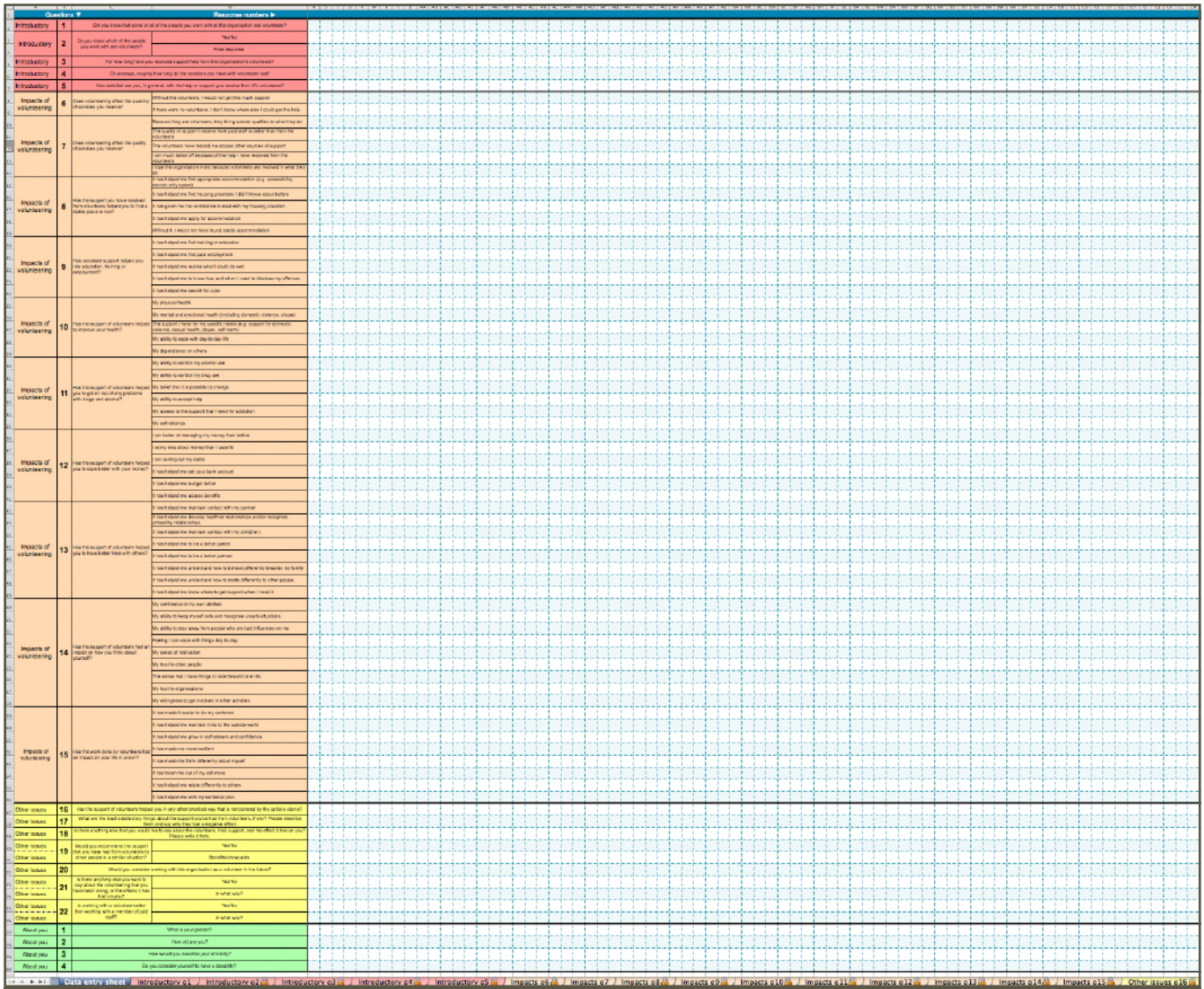
- Dark blue tabs show all of the responses that have been entered
- Red, orange, yellow and green tabs show the responses broken down by individual question
  - Red tabs show responses to the introductory questions
  - Orange tabs show responses about the impact of volunteering
  - Yellow tabs show responses about other issues[2]
  - Green tabs show information about the respondents.

2. These vary depending on the stakeholder group but are usually designed to get that respondent's feedback on some other aspect of the volunteering programme, for example how volunteers think their training could be improved.

# 3 How the analysis spreadsheets are structured

## 3.2 The data entry sheet

The leftmost sheet in each Excel workbook is the data entry sheet. The picture below shows the whole sheet (zoomed all the way out so you can see the whole thing):



The colours of the columns on the left, which contain the questions, correspond with the colours of the spreadsheet tabs. The answers that were given should be written in the cells to the right, which are shaded in alternating rows of green and white. Data entered here will automatically be reflected elsewhere in the workbook.

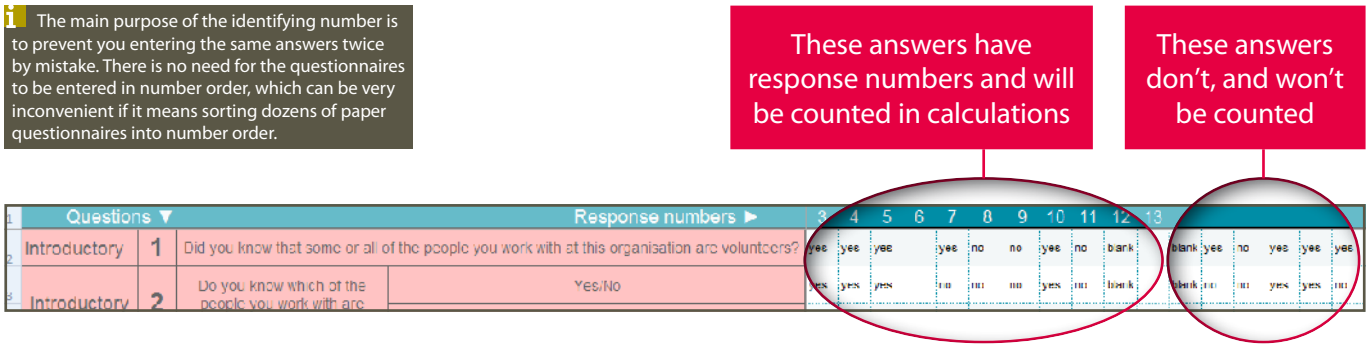
# 3 How the analysis spreadsheets are structured



There are two key ideas to remember about this sheet:

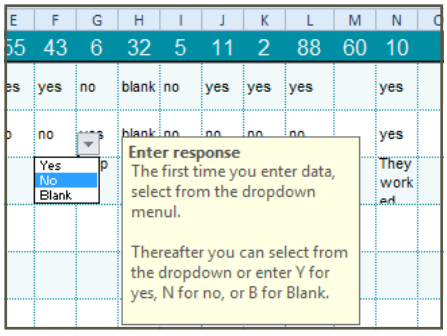
i. **Response numbers** – Each questionnaire response from a different person has to have a unique identifying number. You don't have to enter the responses in number order. But if you enter answers into a column that does NOT have a number at the top, those answers will not be counted by the spreadsheet.

The main purpose of the identifying number is to prevent you entering the same answers twice by mistake. There is no need for the questionnaires to be entered in number order, which can be very inconvenient if it means sorting dozens of paper questionnaires into number order.




ii. **Data validation** – Some questions ask respondents to tick one from a list of possible answers. The formulas that perform calculations elsewhere in the spreadsheet will only work if the answer that is entered is identically worded to the answer that appears on the questionnaire. This makes it important to avoid typos in data entry, because the spreadsheet will not recognise them as valid responses.

To help with this, in questions where an exact answer is required, a drop-down box appears giving you a list of responses to choose from. You will also see a yellow instruction note describing how to enter data into that cell. The picture below shows the drop-down box and the instruction note that appears when a cell is selected:




In other questions, an exact answer is not required because respondents have been asked an open question and given space to answer in their own words. For these questions, there is no drop-down box.

If the yellow box gets in the way on your screen, you can click and drag it somewhere else with your mouse.

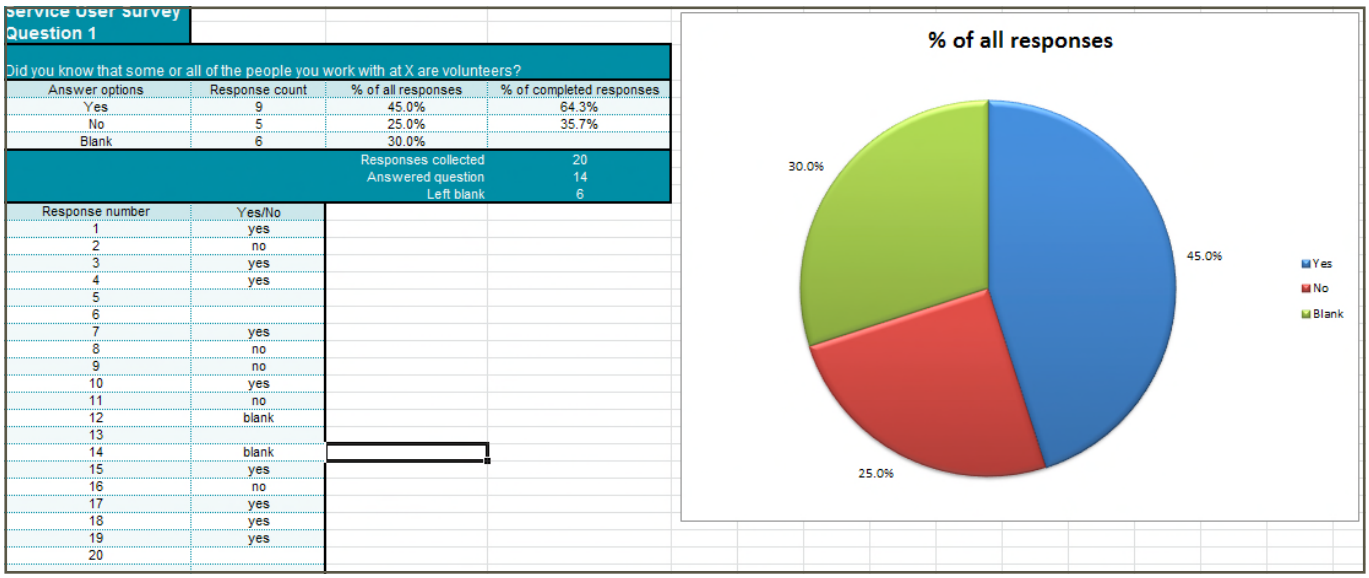
## 3.3 Sheets showing the responses to individual questions

Each of the red, orange, yellow and green tabs shows the answers for a single question. These sheets can be accessed by clicking on the various coloured tabs at the bottom of the workbook:

# 3 How the analysis spreadsheets are structured



The pictures below show three examples.



Service User Survey
Question 1

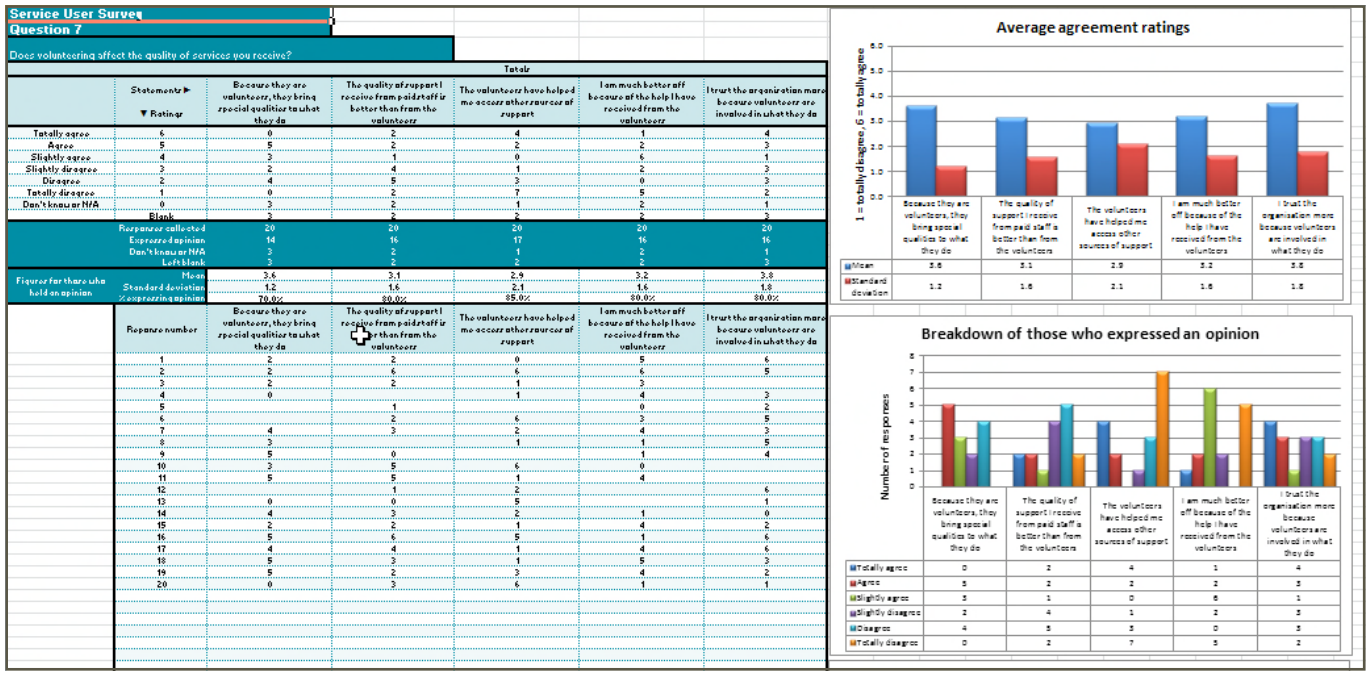
Did you know that some or all of the people you work with at X are volunteers?

| Answer options | Response count | % of all responses | % of completed responses |
|---|---|---|---|
| Yes | 9 | 45.0% | 64.3% |
| No | 5 | 25.0% | 35.7% |
| Blank | 6 | 30.0% | |

| | |
|---|---|
| Responses collected | 20 |
| Answered question | 14 |
| Left blank | 6 |

| Response number | Yes/No |
|---|---|
| 1 | yes |
| 2 | no |
| 3 | yes |
| 4 | yes |
| 5 | |
| 6 | |
| 7 | yes |
| 8 | no |
| 9 | no |
| 10 | yes |
| 11 | no |
| 12 | blank |
| 13 | |
| 14 | blank |
| 15 | yes |
| 16 | no |
| 17 | yes |
| 18 | yes |
| 19 | yes |
| 20 | |





Service User Survey
Question 7

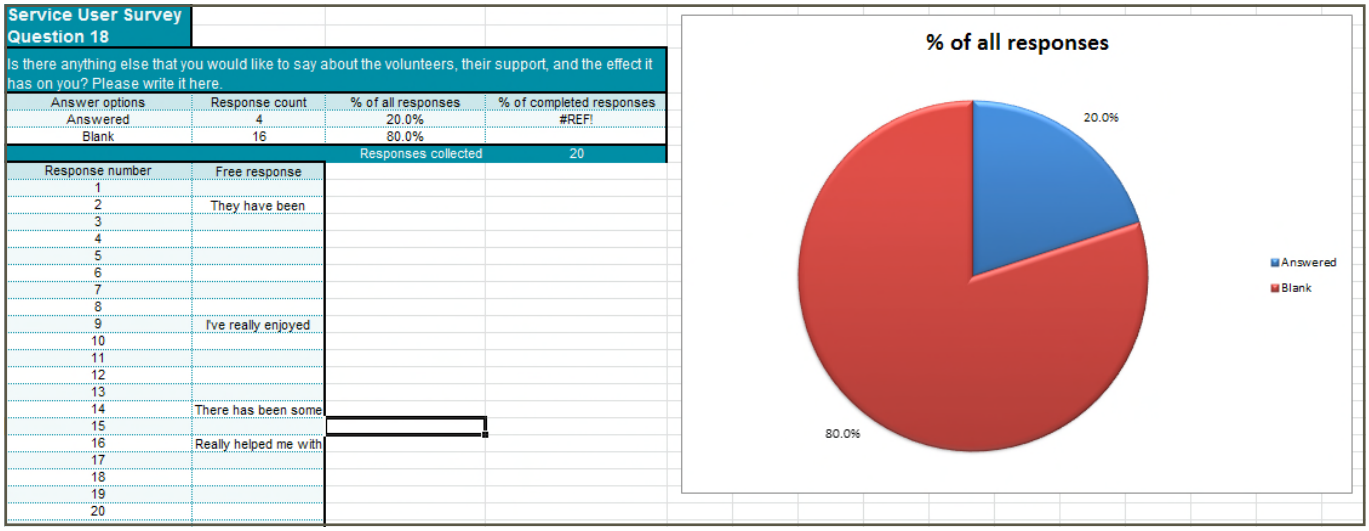
Does volunteering affect the quality of services you receive?

| | Statements ▶ / ▼ Ratings | Because they are volunteers, they bring special qualities to what they do | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers | I trust the organisation more because volunteers are involved in what they do |
|---|---|---|---|---|---|---|
| Totals | Totally agree | 6 | 2 | 4 | 1 | 4 |
| | Agree | 5 | 2 | 2 | 2 | 3 |
| | Slightly agree | 4 | 3 | 0 | 6 | 1 |
| | Slightly disagree | 3 | 2 | 4 | 1 | 2 |
| | Disagree | 2 | 4 | 5 | 3 | 0 |
| | Totally disagree | 1 | 0 | 2 | 7 | 5 |
| | Don't know or N/A | 0 | 3 | 2 | 1 | 2 |
| | Blank | 3 | 3 | 3 | 3 | 3 |
| | Responses collected | 20 | 20 | 20 | 20 | 20 |
| | Expressed opinion | 14 | 16 | 17 | 16 | 16 |
| | Don't know or N/A | 3 | 2 | 1 | 2 | 1 |
| | Left blank | 3 | 2 | 2 | 2 | 3 |
| Figures for those who hold an opinion | Mean | 3.6 | 3.1 | 2.9 | 3.2 | 3.8 |
| | Standard deviation | 1.2 | 1.6 | 2.1 | 1.6 | 1.8 |
| | Expressing opinion | 70.0% | 80.0% | 85.0% | 80.0% | 80.0% |

| Response number | Because they are volunteers, they bring special qualities to what they do | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers | I trust the organisation more because volunteers are involved in what they do |
|---|---|---|---|---|---|
| 1 | 2 | 2 | 0 | 5 | 6 |
| 2 | 2 | 6 | 6 | 6 | 5 |
| 3 | 2 | 2 | 1 | 3 | |
| 4 | 0 | | 1 | 4 | 3 |
| 5 | | 1 | | 0 | 2 |
| 6 | | 2 | 6 | 3 | 5 |
| 7 | 4 | 3 | 2 | 4 | 3 |
| 8 | 3 | | 1 | 1 | 5 |
| 9 | 5 | 0 | | 1 | 4 |
| 10 | 2 | 5 | 6 | 0 | |
| 11 | 5 | 5 | 1 | 4 | |
| 12 | | 1 | 2 | | 6 |
| 13 | 0 | 0 | 5 | | 1 |
| 14 | 4 | 3 | 2 | 1 | 0 |
| 15 | 2 | 2 | 1 | 4 | 2 |
| 16 | 5 | 6 | 5 | 1 | 6 |
| 17 | 4 | 4 | 1 | 4 | 6 |
| 18 | 5 | 3 | 1 | 5 | 3 |
| 19 | 5 | 2 | 3 | 4 | 2 |
| 20 | 0 | 3 | 6 | 1 | 1 |

# 3 How the analysis spreadsheets are structured





**Service User Survey Question 18**

Is there anything else that you would like to say about the volunteers, their support, and the effect it has on you? Please write it here.

| Answer options | Response count | % of all responses | % of completed responses |
|---|---|---|---|
| Answered | 4 | 20.0% | #REF! |
| Blank | 16 | 80.0% | |
| | | Responses collected | 20 |

| Response number | Free response |
|---|---|
| 1 | |
| 2 | They have been |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | I've really enjoyed |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | There has been some |
| 15 | |
| 16 | Really helped me with |
| 17 | |
| 18 | |
| 19 | |
| 20 | |



Further information about how to enter and analyse data can be found in Sections 4 and Section 5 below.

# 4 Entering data

**This chapter outlines how to enter data to the analysis tools, whether that data comes from questionnaires or from interviews. It contains:**

- Instructions on how and where to enter questionnaire responses
- Instructions on how and where to enter interview and focus group notes.

## In this chapter...



## 4.1 Entering questionnaire data[3]

The examples and screenshots used in this section, like all of the other sections in this guide, refer to the analysis spreadsheet for the Service User questionnaire. The questionnaires and analysis sheets for staff, volunteers and peer volunteers work in exactly the same way.

For data entry, you need to concentrate on only one sheet – the Data Entry sheet.
This is the leftmost sheet in the workbook. Click on its tab to select it.


Remember: if you do not enter a number in this row, none of the answers in the column below it will be counted elsewhere in the workbook.

The first thing to do when entering responses from a particular respondent's questionnaire is to enter the number of the questionnaire that you are entering along the top row. It does not matter whether the numbers along this top row are in order, and you do not need to enter the responses in number order.

In the example below, three questionnaires have been entered – numbers 45, 22 and 64. In this case, the person doing the data entry has started the response number at the top of the column, and has then moved down the column. Note that they have left the rows for questions 2 and 6 blank, because they didn't use those questions.

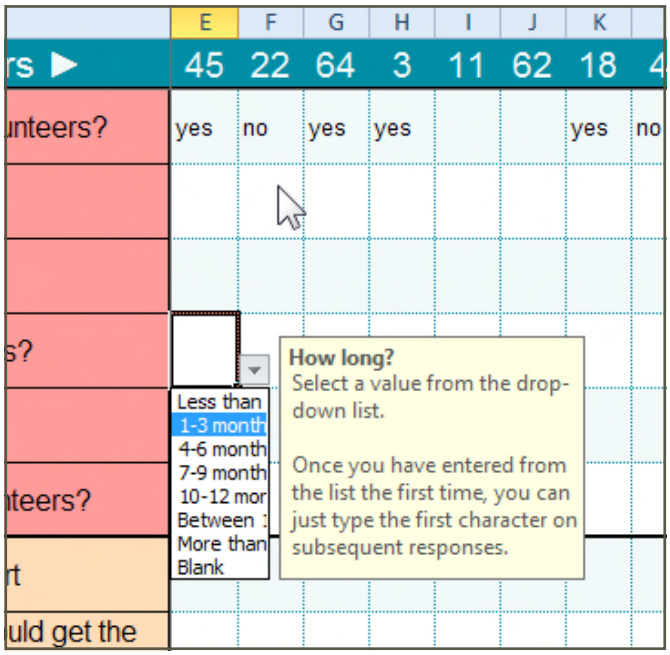
| B | C | D | E | F | G |
|---|---|---|---|---|---|
| s ▼ | | Response numbers ▶ | 45 | 22 | 64 |
| 1 | Did you know that some or all of the people you work with at this organisation are volunteers? | | yes | no | yes |
| 2 | Do you know which of the people you work with are volunteers? | Yes/No | | | |
| | | Free response | | | |
| 3 | For how long have you received support/help from this organisation's volunteers? | | 4-6 months | 1-3 months | 7-9 months |
| 4 | On average, roughly how long do the sessions you have with volunteers last? | | Less than an | Less than an | Less than an |
| 5 | How satisfied are you, in general, with the help or support you receive from X's volunteers? | | Quite satisfied | Quite satisfied | Not very satisfi |
| 6 | Does volunteering affect the quantity of services you receive? | Without the volunteers, I would not get this much support | | | |
| | | If there were no volunteers, I don't know where else I could get the help | | | |
| 7 | Does volunteering affect the quality of services you receive? | Because they are volunteers, they bring special qualities to what they do | 2 | 2 | 2 |
| | | The quality of support I receive from paid staff is better than from the volunteers | 2 | 6 | 2 |
| | | The volunteers have helped me access other sources of support | 0 | 6 | 1 |
| | | I am much better off because of the help I have received from the volunteers | 5 | 6 | 3 |
| | | I trust the organisation more because volunteers are involved in | | | |

3. The advice in this section only applies if you are using the Clinks analysis spreadsheets. If you have decided to use Survey Monkey or another online survey tool to send out questions and collect data, you will not need to read the information in this section, because the online survey will collect and collate the answers for you.

# 4 Data entry

Once you have entered a response number, it will also appear in all of the individual sheets that correspond to the different questions. Simply move down the column, entering the answers from the corresponding questions on the questionnaire. Skip any questions that you decided to leave out, and move down the column until all of the answers on the questionnaire have been entered.

You can choose an answer for some questions using the drop down box, as shown in the screenshot below.




The answer can also be typed by hand directly into the cell, and by then hitting 'Enter'. If it was a multiple choice question, the answer that was ticked must be entered **exactly as it appears on the questionnaire.**

As data is entered, it will automatically start to appear in other sheets:

- The Data in Rows sheet
- The sheets corresponding to particular questions.

## 4.2 Entering interview and focus group data

Interviews and focus groups tend to lead to a discussion of open questions, which may cover ground you didn't expect it to.

It is also hard to capture data in a structured way when working with interviews and focus groups. If you have only carried out a few interviews, and the questions have been asked by a single person, it is relatively easy to keep track of what was said, and to understand the key themes.

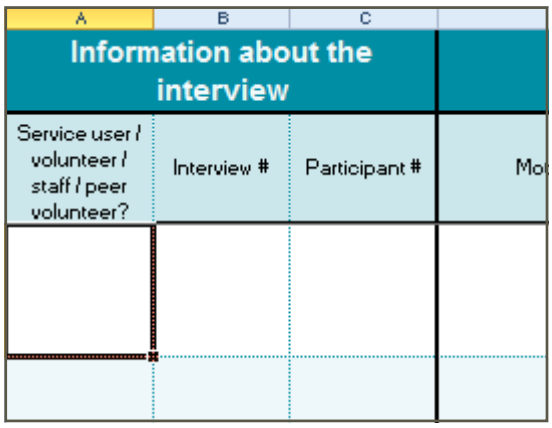
But if you have done numerous interviews, are conducting them over a longer time period, or have been working with more than one interviewer, it becomes harder to gather together the main themes. It also becomes harder to find a quote on a particular theme. Transcripts or notes, for example, will become unwieldy, as you spend long periods searching for a particular quote which you know would be perfect for a report to the trustees or a volunteer recruitment poster. You might remember hearing an interviewee say it but struggle to find it later.

In these circumstances, it can help to record the main points from interviews in a structured way. The interview analysis tool included with this pack is intended to help do this. It does so by arranging interview notes using a table, rather than as a start-to-finish transcript or set of notes on what was said.

# 4 Data entry

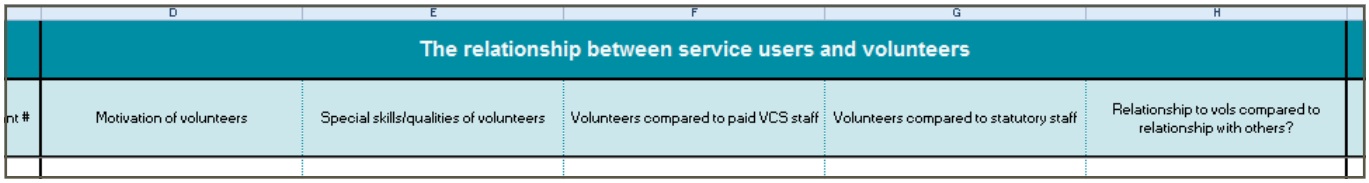


If you open the interview analysis tool you will see that it features three columns on the left, which are intended to collect information about the person or people whose answers you are noting:



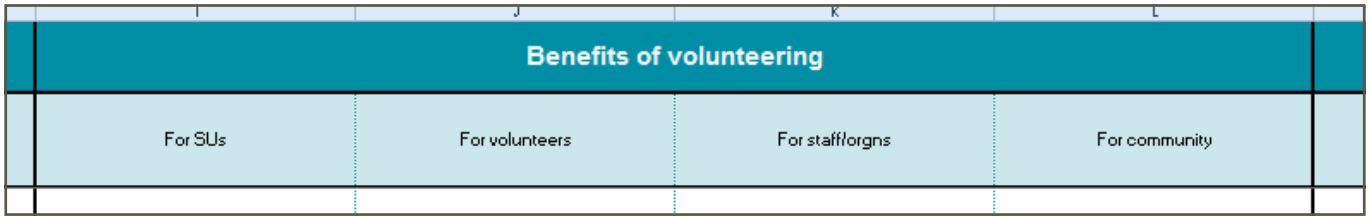
| A | B | C | |
|---|---|---|---|
| Information about the interview | | | |
| Service user / volunteer / staff / peer volunteer? | Interview # | Participant # | Mo |
| | | | |

To the right of this are a number of columns that collect information under themes. For example, the headings of the first five columns concern the relationship between service user and volunteer.

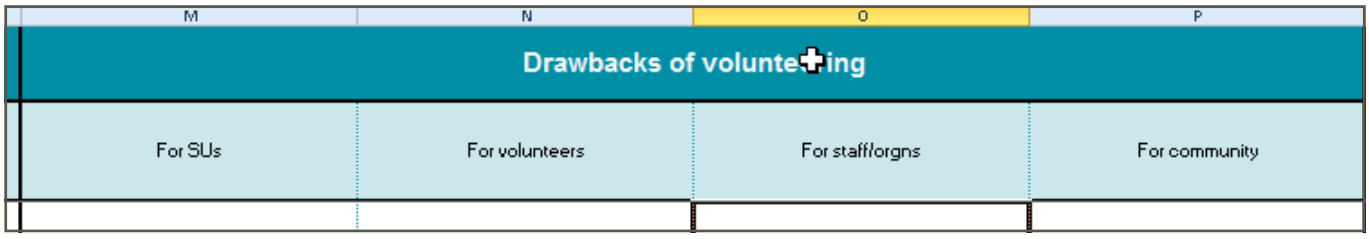


| D | E | F | G | H |
|---|---|---|---|---|
| The relationship between service users and volunteers | | | | |
| nt # | Motivation of volunteers | Special skills/qualities of volunteers | Volunteers compared to paid VCS staff | Volunteers compared to statutory staff | Relationship to vols compared to relationship with others? |
| | | | | | |

To the right of these are four columns allowing you to record what was said about the benefits of volunteering, and four more on the drawbacks of volunteering.



| I | J | K | L |
|---|---|---|---|
| Benefits of volunteering | | | |
| For SUs | For volunteers | For staff/orgns | For community |
| | | | |



| M | N | O | P |
|---|---|---|---|
| Drawbacks of volunteering | | | |
| For SUs | For volunteers | For staff/orgns | For community |
| | | | |

These column headings can be added to or changed; they show the main themes that emerged when we trialled the questions with different stakeholder groups, but they are by no means the only topics that may come up in interviews and focus groups.

# 4 Data entry

The best way to explain how to record data in the frame is to use an example.

Imagine you made a recording of a fifteen minute interview with a service user. In the course of the interview, the service user makes the following points, which have been noted by the interviewer, using short quotes from the service user's original words:

i. He trusts volunteers because 'they are in it for me, not for themselves'.

ii. He doesn't think volunteers would be better at what they do if they were paid: 'it's the fact that they don't judge me as a bad person that counts'.

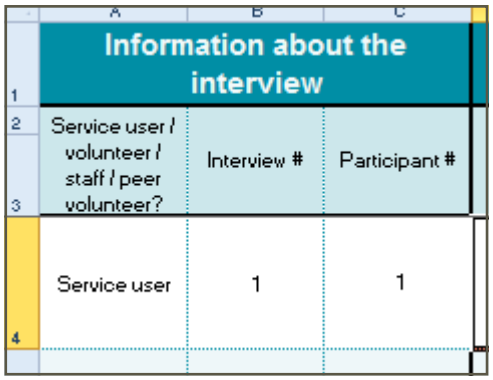
iii. He thinks that prison staff would find it impossible to work in the way that volunteers work: 'to them you're just a con, they just see you as a cell door to lock'.

iv. He thinks the help he's had from volunteers showed his probation officer that he was trying.

v. He could see that the probation officer didn't have time to do the things his volunteer mentor did.

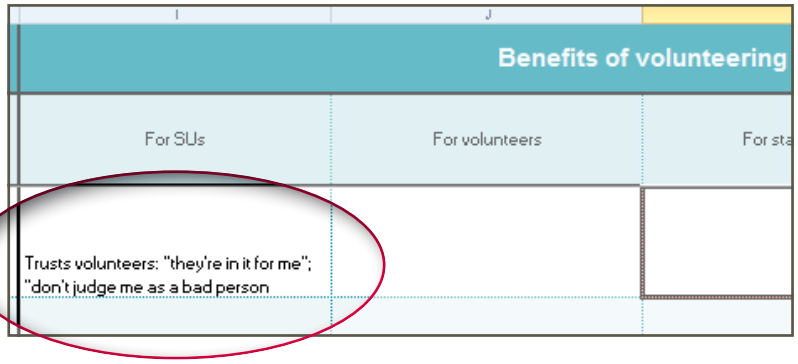
vi. He mentioned not getting on so well with the first volunteer he worked with but has 'more in common with the one I see now'.

Entering this information to the interview analysis tool is a simple question of thinking where the information might fit. First, enter some identifying information using the leftmost three columns, as shown in the picture below:



| Information about the interview | | |
|---|---|---|
| Service user / volunteer / staff / peer volunteer? | Interview # | Participant # |
| Service user | 1 | 1 |

Secondly, work through the bullet points above, placing each one in one or more themed columns depending on whether they seem relevant. Keep the notes entered short – just cover the key ideas but also add any quotes that you think you might want to use later. Points i and ii from the list above might be seen as benefits of volunteering for the service user, and might be entered like this:

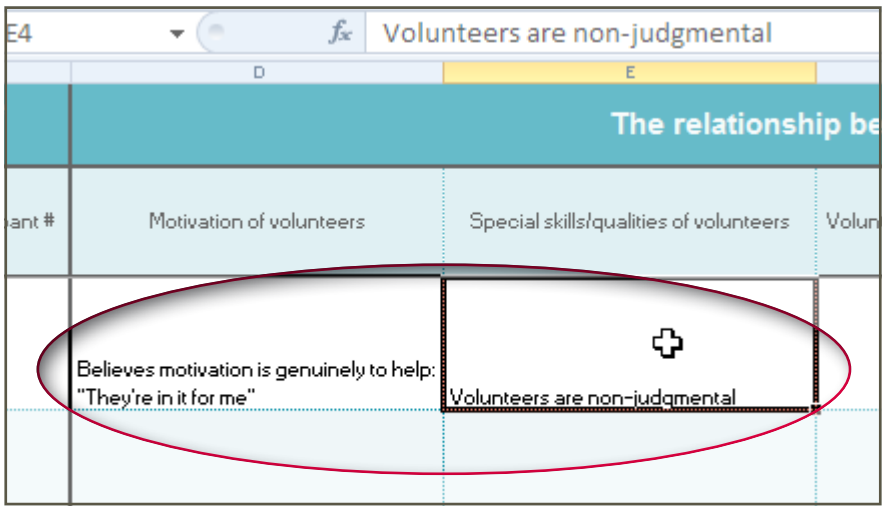


| Benefits of volunteering | | |
|---|---|---|
| For SUs | For volunteers | For sta |
| Trusts volunteers: "they're in it for me"; "don't judge me as a bad person | | |

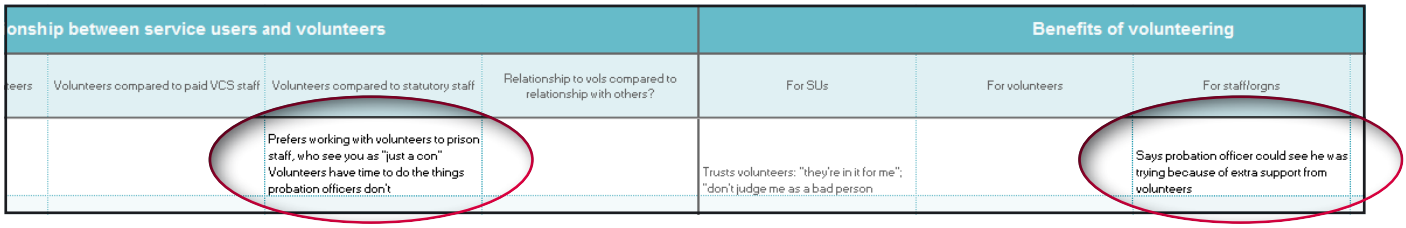
# 4 Data entry



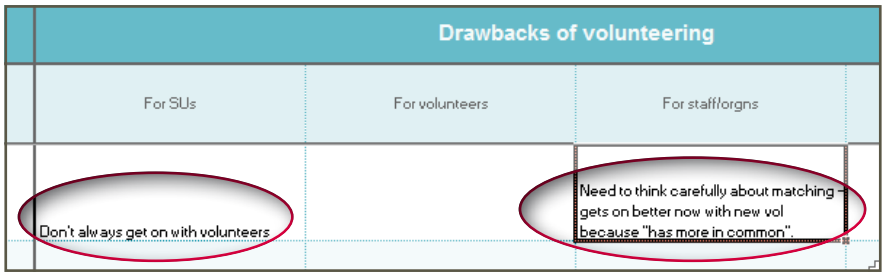
You might also think they have something to say about the nature of the volunteering relationship, and enter similar points in other columns:




Similarly, points iii, iv and v from the list could be added, as well:




Point vi might be added as a drawback of volunteering:




You do not have to use the column headings that we have included here, and it may be that in entering data you become aware of new themes that are not included in the original. This might happen because you have asked different questions to those in the interview schedule, or because the interview took an interesting digression. If you see new themes developing, you can just add another column heading and make notes under that heading.

The point of using this interview analysis tool like this is not so that you can just collect information, though. The real benefit starts to become clear when you use one to analyse the data. For details of how to do this, see section 5.3 on page 34.

# 5 Analysing data

**This chapter outlines how to use different features of the analysis tools to understand the answers you have collected. It contains:**

- An explanation of to use the questionnaire analysis tools with multiple choice questions
- An explanation of how to use the questionnaire analysis tools with 'range of agreement' questions
- An explanation of how to use the interview analysis tool for longer answers
- Information about removing information such as graphs and tables to be inserted into other documents such as reports.

## In this chapter...



## 5.1 Multiple-choice questionnaire questions

Most questionnaires use a number of multiple choice questions. Users pick one response from a list. The list can be any length. In the example below, there are 19 possible answers:

**Service User Survey**
**About you 3**

How would you describe your ethnicity?

| Answer options | Response count | % of all responses | % of completed responses |
|---|---|---|---|
| White - British | 5 | 45.5% | 45.5% |
| White - Irish | 1 | 9.1% | 9.1% |
| White - Gypsy or Irish Traveller | 1 | 9.1% | 9.1% |
| White - Other | 0 | 0.0% | 0.0% |
| Black - Caribbean | 1 | 9.1% | 9.1% |
| Black - African | 1 | 9.1% | 9.1% |
| Black - Other | 0 | 0.0% | 0.0% |
| Asian - Indian | 0 | 0.0% | 0.0% |
| Asian - Pakistani | 0 | 0.0% | 0.0% |
| Asian - Bangladeshi | 0 | 0.0% | 0.0% |
| Asian - Other | 0 | 0.0% | 0.0% |
| Mixed - White/Black Caribbean | 1 | 9.1% | 9.1% |
| Mixed - White/Black African | 0 | 0.0% | 0.0% |
| Mixed - White/Asian | 0 | 0.0% | 0.0% |
| Mixed - Other | 0 | 0.0% | 0.0% |
| Other - Chinese | 0 | 0.0% | 0.0% |
| Other - Other ethnic group | 0 | 0.0% | 0.0% |
| I prefer not to say | 1 | 9.1% | 9.1% |
| Blank | 0 | 0.0% | |
| | | Responses collected | 11 |
| | | Answered question | 11 |
| | | Left blank | 0 |

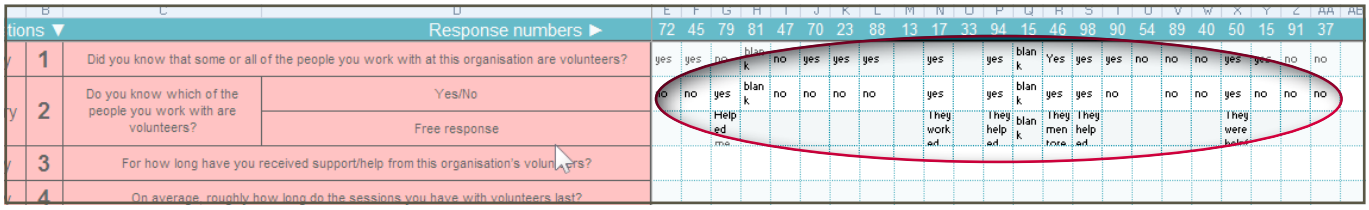
However, most multiple-choice questions will ask respondents to choose from a far shorter list; in the example below, there are only three options: “Yes”, “No” and “Blank”:

Do you know which of the people you work with are volunteers? If yes, please describe the services or support you have received from volunteers

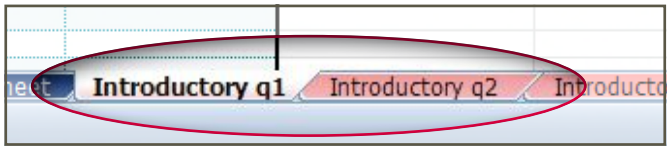
| Answer options | Response count | % of all responses | % of completed responses |
|---|---|---|---|
| Yes | 0 | #DIV/0! | #DIV/0! |
| No | 0 | #DIV/0! | #DIV/0! |
| Blank | 0 | #DIV/0! | |
| | | Responses collected | 0 |
| | | Answered question | 0 |
| | | Left blank | 0 |

# 5 Analysing data

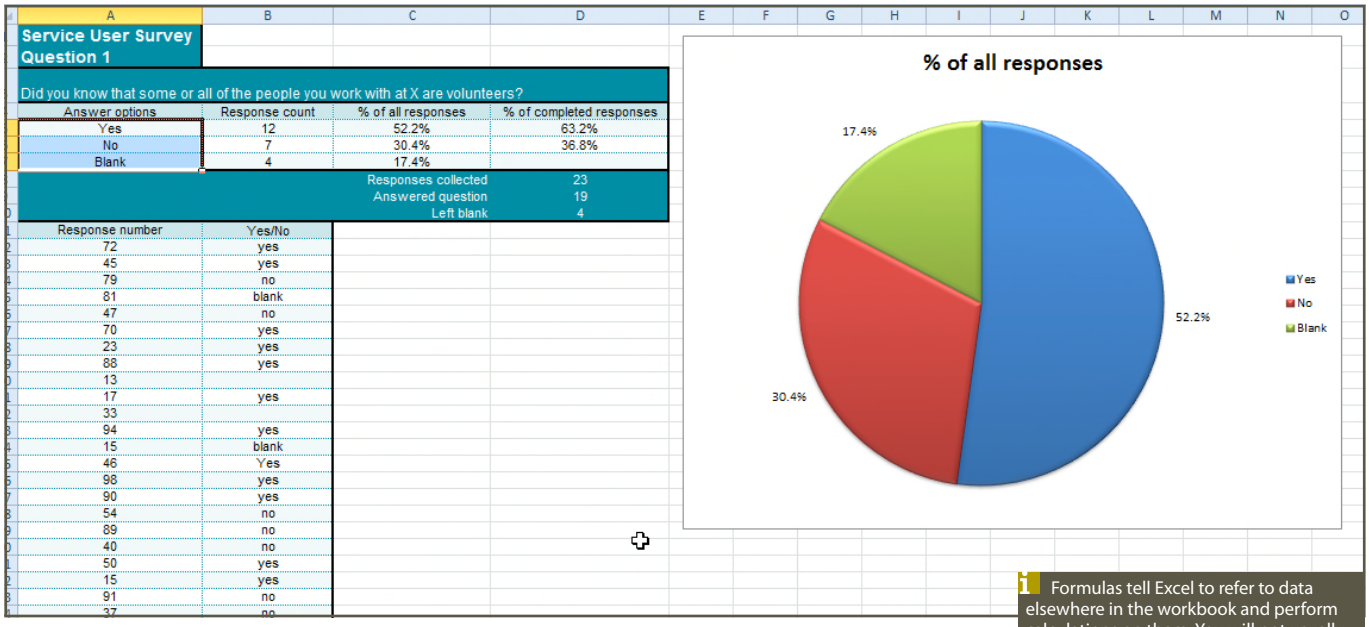
When data is entered into the data entry sheet, as shown in the example below:




... it automatically appears in the individual sheet corresponding to that question, which can be accessed by clicking the tab that corresponds with that question:




In the example above, data has been entered for questions 1 and 2. If you open the sheet for question 1, you will see that it now looks like this:




Formulas tell Excel to refer to data elsewhere in the workbook and perform calculations on them. You will not usually see the formula, but instead the result that it calculates. If you want to see the formula, not the value, go to the Formulas tab at the top of the Excel window, and click on the 'Show formulas' button. When you have finished, click it again to go back to seeing the result they calculate.

The question sheets are protected, which means that your permission to make changes is limited to avoid accidentally changing the formulas.

All of the question sheets feature:

- A calculation table at the top left, which contains key statistics about the answers
- A data table at the bottom left, which shows all of the answers entered in the data entry sheet
- One or more graphs on the right, which show some of the key statistics.

# 5 Analysing data



We'll look at the tables first. The bottom table contains 25 answers, but only 23 of them have a response number, meaning that only those 23 will be counted in the top table.

How many people gave each answer to the question. Note that:

- The 'Blank' cell counts both cells that have been left empty and those that say "blank"
- Answers that don't have a response number next to them are not counted (see the other red box).

**Question 1**

Did you know that some or all of the people you work with at X are volunteers?

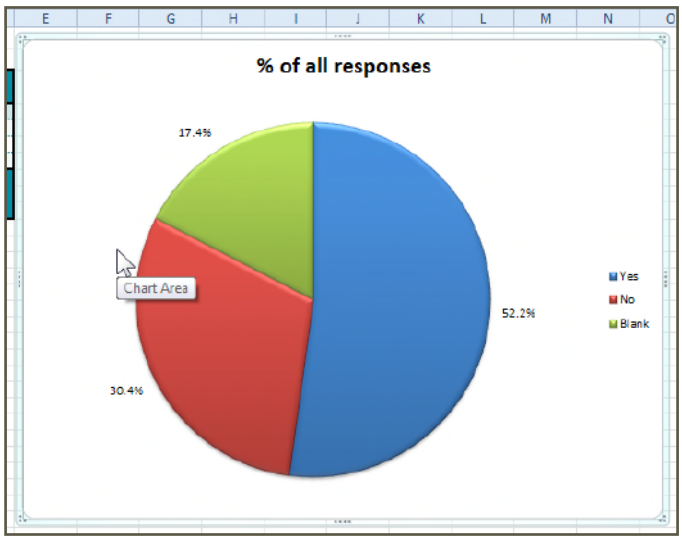
| Answer options | Response count | % of all responses | % of completed responses |
|---|---|---|---|
| Yes | 12 | 52.2% | 63.2% |
| No | 7 | 30.4% | 36.8% |
| Blank | 4 | 17.4% | |
| | | Responses collected | 23 |
| | | Answered question | 19 |
| | | Left blank | 4 |

| Response number | Yes/No |
|---|---|
| 72 | yes |
| 45 | yes |
| 79 | no |
| 81 | blank |
| 47 | no |
| 70 | yes |
| 23 | yes |
| 88 | yes |
| 13 | |
| 17 | yes |
| 33 | |
| 94 | yes |
| 15 | blank |
| 46 | Yes |
| 98 | yes |
| 90 | yes |
| 54 | no |
| 89 | no |
| 40 | no |
| 50 | yes |
| 63 | yes |
| 91 | no |
| 37 | no |
| | yes |
| | No |

52.2% of all the responses collected said Yes. 30.4% of the total answered No, and 17.4% of the total did not answer.

Of those who answered the question (rather than leaving it blank), 63.2% said Yes, and 36.8% said No.

These two answers have not been counted in the table, because they do not have response numbers.




The information in the table at the top is also shown in the graph on the right of the question sheet. In this case it is a pie chart. In other sheets, different kinds of graph appear.

## 5.2 Questions where respondents choose an answer from a scale

Some questions feature several statements and ask the respondent to express how far they agree with each statement. The statements are around a particular theme. For example, in the service user questionnaire, question 7 asks:

**7. Does volunteering affect the quality of services you receive?**

| | | 6 Totally agree | 5 Agree | 4 Slightly agree | 3 Slightly disagree | 2 Disagree | 1 Totally disagree | 0 Don't know or N/A |
|---|---|---|---|---|---|---|---|---|
| A | Because they are volunteers, they bring special qualities to what they do | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| B | The quality of support I receive from paid staff is better than from the volunteers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| C | The volunteers have helped me access other sources of support | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| D | I am much better off because of the help I have received from the volunteers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| E | I trust the organisation more because volunteers are involved in what they do | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

# 5 Analysing data

This kind of question tells you more than a simple "Yes" or "No". By asking people to express how strong their opinion is, you get a more detailed picture of whether they are happy with a certain aspect of your service. A scale of agreement is called a Likert scale, after the psychologist who invented it.

In these questions and spreadsheets, each rating is given a numerical value. Answers are entered as numbers rather than words. Each of the agreement ratings has a whole number rating. In the scales we have used, zero indicates an answer of "Don't know or N/A".

For example, if the respondent had said they slightly disagreed with all five statements in the table above, you would enter the number 3 five times, rather than entering the words "slightly disagree" five times:

| | | | | | |
|---|---|---|---|---|---|
| 0 | Impacts of volunteering | 7 | Does volunteering affect the quality of services you receive? | Because they are volunteers, they bring special qualities to what they do | 3 |
| 1 | | | | The quality of support I receive from paid staff is better than from the volunteers | 3 |
| 2 | | | | The volunteers have helped me access other sources of support | 3 |
| 3 | | | | I am much better off because of the help I have received from the volunteers | 3 |
| 4 | | | | I trust the organisation more because volunteers are involved in what they do | 3 |

Using numerical values means you can calculate an average. This can be a useful headline figure to show you how, on average, a group of people feel about something. This gives a starting point when analysing data.

The results can be seen in the analysis table for this question.

**Service User Survey**
**Question 7**

Does volunteering affect the quality of services you receive?

| | | Totals | | | | |
|---|---|---|---|---|---|---|
| | Statements ► ▼ Ratings | Because they are volunteers, they bring special qualities to what they do | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers | I trust the organisation more because volunteers are involved in what they do |
| Totally agree | 6 | 6 | 12 | 12 | 7 | 5 |
| Agree | 5 | 10 | 7 | 6 | 11 | 8 |
| Slightly agree | 4 | 8 | 7 | 12 | 3 | 13 |
| Slightly disagree | 3 | 9 | 7 | 8 | 8 | 7 |
| Disagree | 2 | 6 | 7 | 5 | 8 | 8 |
| Totally disagree | 1 | 12 | 13 | 9 | 14 | 8 |
| Don't know or N/A | 0 | 10 | 6 | 7 | 8 | 11 |
| | Blank | 5 | 7 | 7 | 7 | 6 |
| | Responses collected | 66 | 66 | 66 | 66 | 66 |
| | Expressed opinion | 51 | 53 | 52 | 51 | 49 |
| | Don't know or N/A | 10 | 6 | 7 | 8 | 11 |
| | Left blank | 5 | 7 | 7 | 7 | 6 |
| Figures for those who held an opinion | Mean | 3.3 | 3.5 | 3.7 | 3.2 | 3.4 |
| | Standard deviation | 1.7 | 1.9 | 1.7 | 1.8 | 1.6 |
| | % expressing opinion | 77.3% | 80.3% | 78.8% | 77.3% | 74.2% |

The table shows you an average figure (the 'mean'),[4] as well as breaking down the numbers by adding up the total number of each answer. A series of graphs again appear to the right of tables like these, so you can see the data visually. Further information on these graphs can be found in section 6.1.3.

4. For more information about averages and how to use them, see section 6.1.2.

## 5.3 Analysing interview data

Using the interview analysis frame, you have entered themed notes on what was said in the interviews. This helps to organise large amounts of data.

If you read across the rows horizontally, you will see how a particular interviewee thought about different themes. Because you have arranged the notes in vertical columns according to theme, you can also read down the column to see different perspectives on the same theme. As you do so, you will start to see a picture emerging, which can then be summarised for your audience, with supporting quotes.

The following examples are based on interviews that Clinks conducted in the process of trialling these tools. One of the thematic areas noted was that many different interviewees – service users, staff, volunteers and peer volunteers – all made comparisons between volunteers and paid staff. The table below shows a small selection of the responses, showing responses in just one column/theme.

The following example is taken from one of the interview analysis tools that we completed while doing a pilot assessment. It shows selected columns from the completed tool. Read down the column labelled "Volunteers compared to paid staff", thinking about whether there are any related themes connecting the different answers:

| Information about the interview | | | The relationship between service users and volunteers |
|---|---|---|---|
| Service user / volunteer / staff / peer volunteer? | Interview # | Participant # | Volunteers compared to paid staff |
| Service user | 3 | 3 | Volunteers, they think "I want to help someone stop reoffending". But if the paid staff set up the organisation, then you know they've got that commitment. |
| Service user | 4 | 4 | Paid workers are working for an organisation with procedures and methods put onto them. They have to tick boxes to satisfy superiors. With a volunteer, up to them whether they do it or not. They've decided. For themselves. "Not to pay bills. So there's more dedication there." |
| Service user | 4 | 5 | The smaller the organisation, the more you can trust their motives |
| Staff | 6 | 7 | Agree that smaller organisations can be trusted: "they have more commitment to the cause" |
| Peer volunteer | 7 | 8 | Says he often has other targets to keep and it can be hard meeting prisoners' individual needs because of short staffing: "with the best will in the world, you don't always have the time" |
| Volunteer | 8 | 9 | As a peer volunteer you have experience of the same issues. "Other prisoners know you've been through it too." Officers have lots of other priorities. Peer mentors don't, so people "open up" more than they would with an officer. |

Not everyone in this example is saying exactly the same thing, but some factors can be linked:

- The personal approach of volunteers, who sometimes share something in common with the service users, is contrasted with something impersonal about the prison system
- Service users associate this personal approach with trust
- Staff appreciate the fact that volunteers can do things that they don't have the time to do.

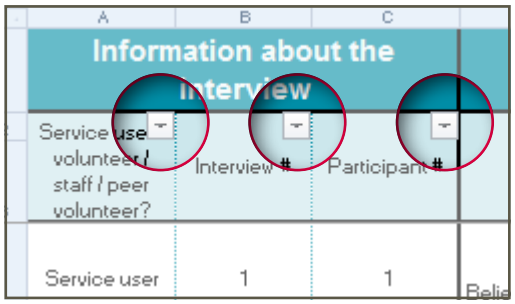
The benefit of collecting and analysing data in this way is that you can organise and use real data for a variety of purposes, such as reporting to funders, attracting new volunteers or advertising a service to new service users.

# 5 Analysing data

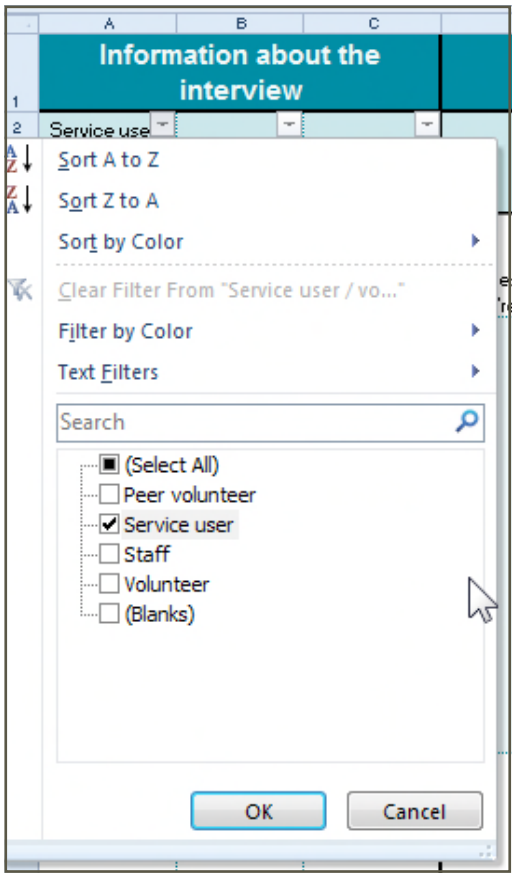


The spreadsheet organises information, but you still have to do the thinking yourself; spotting themes still requires skill on the part of the person summarising the data. But laying the information out in a column like this makes it easier to draw out a good summary, as well as helping to find the quotes that you need. You could also, for example, use the cell highlighting tool, or different text colours, to mark particularly useful quotes.

The analysis frame can also make it much easier if you want to narrow down the search to what was said by a particular group, or in a particular interview. For example, in this case, you might want to display only the things that were said by service users, and hide all of the rest. The three columns on the far left of this sheet have filter arrows on them, to allow you to do this:




Clicking on these brings up a list of tick boxes. Clicking on one of these brings up a list of tick boxes containing all of the different answers in the column below. Untick all of the others, leaving only the ones you want ticked (in this case, "service users"):




You can then click OK and all of the other rows will be hidden, allowing you to concentrate only on the answers you have selected. You can reverse this procedure again afterwards – the data for the other groups have not disappeared, they are merely hidden.

## 5.4 Taking data out of the spreadsheet to be displayed elsewhere

It's useful to know how to take information out of the spreadsheet, for example to include it in a presentation you are making in Powerpoint, or a report that you are writing in Word, or if you want to send those parts to the printer.

The best way to do this is to copy and paste any part of the spreadsheet into another document, Excel workbook, Powerpoint presentation, or similar. Just select the range of cells (or the graph) that you want and you can then hit 'copy' and paste the results wherever you want them.

It's best not to try and alter, re-format, or otherwise edit the original spreadsheet, in case you unintentionally alter the formulas that make it work. It's always better to make a copy and work from that – either a copy of the entire Excel file, or a copy of the single part that you want to work on.

# 6 Additional features for advanced users



**This chapter outlines how to use different features of the analysis tools to understand the answers you have collected. It contains:**

- An explanation of to use the questionnaire analysis tools with multiple choice questions
- An explanation of how to use the questionnaire analysis tools with 'range of agreement' questions
- An explanation of how to use the interview analysis tool for longer answers
- Information about removing information such as graphs and tables to be inserted into other documents such as reports.

## In this chapter...



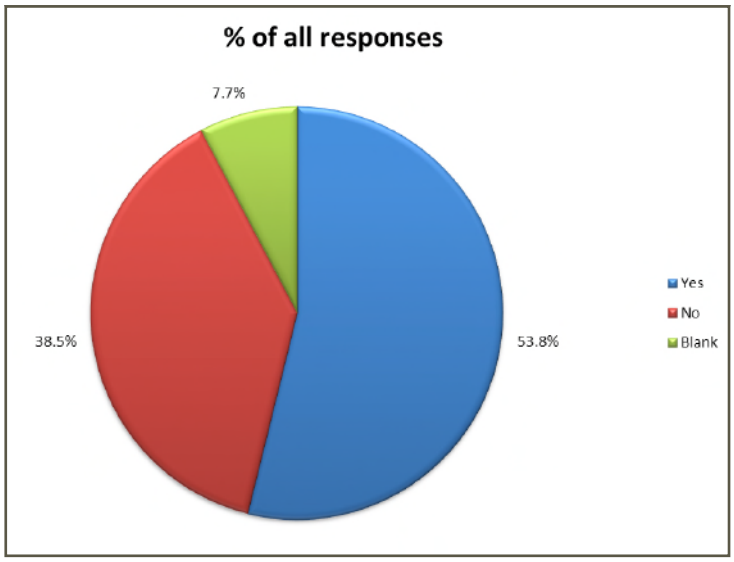
# 6.1 Data analysis

## 6.1.1 Changing the data or labels shown in graphs

The data shown by the graphs, and the text used to label them, can be changed. Start by clicking on the graph itself to select it.[5] Once you have done so, certain cells to the left of the chart now have green, blue or purple borders:

- Blue borders surround the cell(s) containing the data displayed by the graph
- Purple borders surround the cell(s) that contain any labels for the data
- Green borders surround the cell that gives the graph its title.[6]

The following example shows how this works. Below are two pictures: a graph, and the data it shows:




| | A | B | C | D |
|---|---|---|---|---|
| 1 | Service User Survey | | | |
| 2 | Question 1 | | | |
| 3 | Did you know that some or all of the people you work with at X are volunteers? | | | |
| 4 | Answer options | Response count | % of all responses | % of completed responses |
| 5 | Yes | 7 | 53.8% | 58.3% |
| 6 | No | 5 | 38.5% | 41.7% |
| 7 | Blank | 1 | 7.7% | |
| 8 | | | Responses collected | 13 |
| 9 | | | Answered question | 12 |
| 10 | | | Left blank | 1 |

5. If it's a pie chart, click on the circle showing the pie slices. If it is a bar chart, click on a white area within the axes, but not on one of the grid lines.
6. This only applies to pie charts. The title of bar graphs can only be changed by clicking on it and editing it by hand.

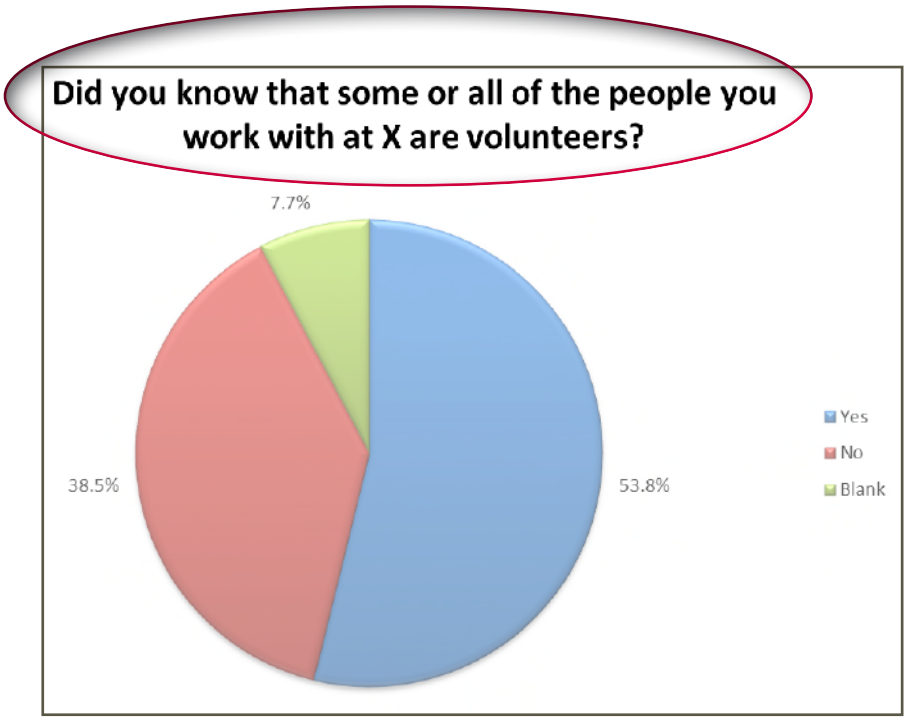
# 6 Additional features for advanced users

If these coloured borders are dragged around using the mouse, what the chart shows will change.

For example, the chart title is currently "% of all responses". If you want the chart title to show the text of the question instead, find the green border (surrounding the "% of all responses" cell in the picture above), click on it and hold the mouse button down, then drag it to the cell above, which contains the question. The result is shown in the picture below (you may need to look carefully because the cell is also coloured green):

| | A | B | C | D |
|---|---|---|---|---|
| 1 | **Service User Survey Question 1** | | | |
| 2 | | | | |
| 3 | Did you know that some or all of the people you work with at X are volunteers? | | | |
| 4 | Answer options | Response count | % of all responses | % of completed responses |
| 5 | Yes | 7 | 53.8% | 58.3% |
| 6 | No | 5 | 38.5% | 41.7% |
| 7 | Blank | 1 | 7.7% | |
| 8 | | | Responses collected | 13 |
| 9 | | | Answered question | 12 |
| 10 | | | Left blank | 1 |

Once you have done this, the chart title will have changed.

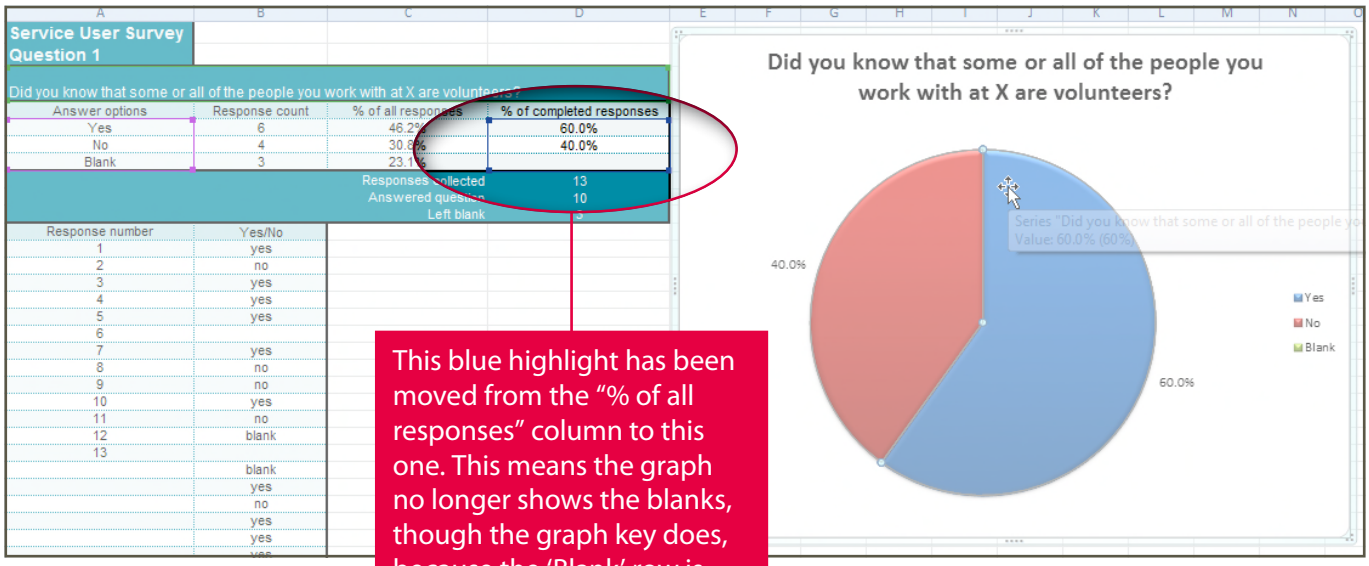


# 6 Additional features for advanced users



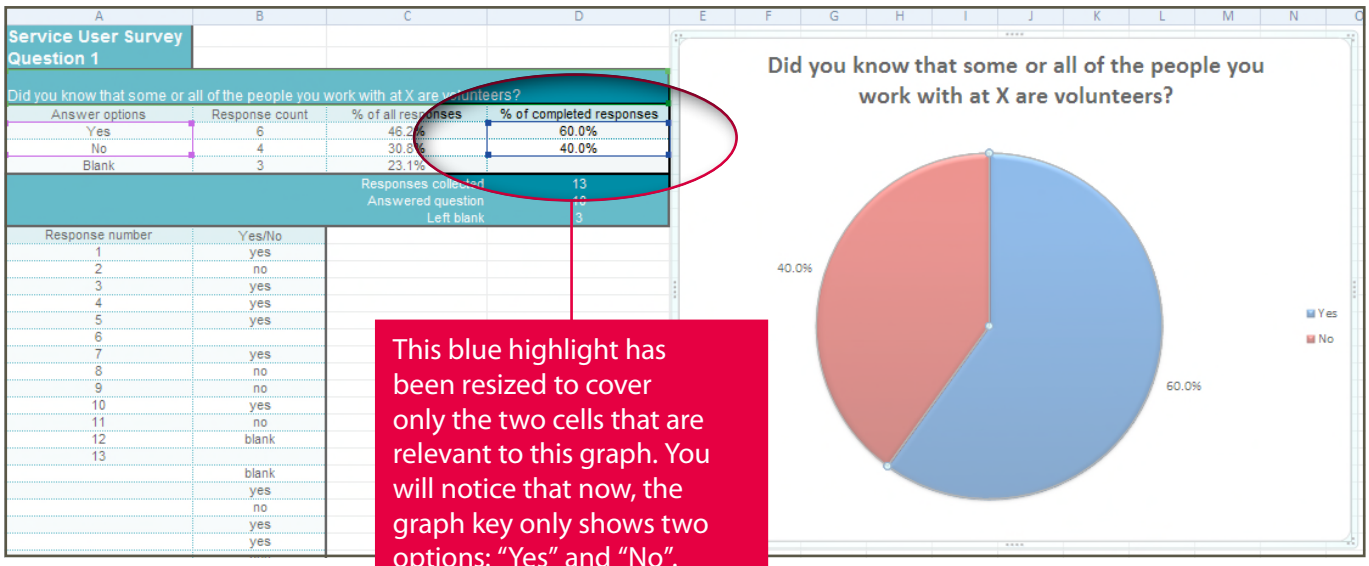
Or if you wanted the graph to show only the answers from people who had completed the questionnaires (in other words, to remove the blank answers), you would drag the blue border instead of the green one. This is shown below:

**Step 1:** Move the blue highlight one column to the right, to cover the data you now want the graph to show. This uses exactly the same 'click and drag' technique that you used when changing the graph title in the example above:




This blue highlight has been moved from the "% of all responses" column to this one. This means the graph no longer shows the blanks, though the graph key does, because the 'Blank' row is still within the blue highlight.

**Step 2:** Click and hold on one of the blue boxes on the corners of the blue highlight, then drag to resize it to cover only the two cells that contain data. This stops the graph from trying to show data that does not exist:

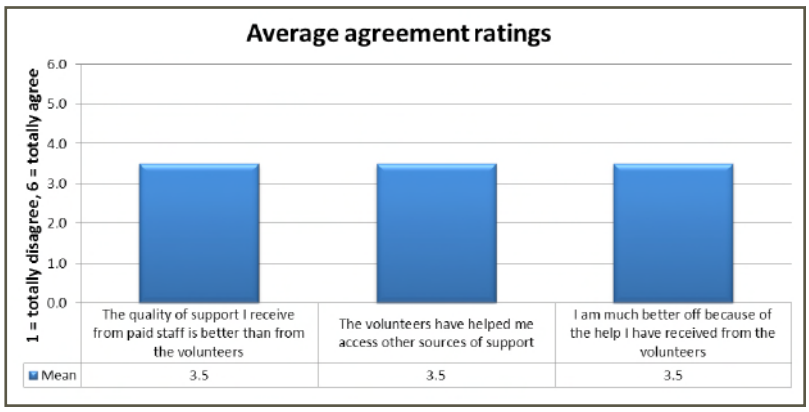



This blue highlight has been resized to cover only the two cells that are relevant to this graph. You will notice that now, the graph key only shows two options: "Yes" and "No". "Blank" has disappeared.

### 6.1.2 Avoiding pitfalls when using averages

Averages, by definition, hide details. They can sum up well, but they don't show a full picture. For example, two sets of numbers that have the same average may in fact be very different. The standard method of calculating an average is to add all the numbers together and then divide the result by how many numbers there are. This is called the 'mean'.

This is best explained by an example:




On the face of it, this chart suggests that the service users who were asked this question slightly agreed with the statements in the table at the bottom. If you were thinking about how to improve your service based on this information, you might think that small, across-the-board improvements were the way to go.

But averages can mislead, and so it's important to understand how the individual answers break down. Before we look at the spreadsheet itself, have a look at the numbers that created the chart above. They are very different, but they all lead to the same average.

| | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers |
|---|---|---|---|
| 6 – Totally agree | 12 people | | 4 people |
| 5 – Agree | | | 4 people |
| 4 – Slightly agree | | 12 people | 4 people |
| 3 – Slightly disagree | | 12 people | 4 people |
| 2 – Disagree | | | 4 people |
| 1 – Totally disagree | 12 people | | 4 people |
| **Mean** | **3.5** | **3.5** | **3.5** |

In this case, there were 12 people who totally agreed, and 12 who totally disagreed. This suggests that some service users are having a very bad experience with volunteers and others are having a very good experience.

In this case, all of the answers are clustered in the middle. This suggests that none of the respondents feel very strongly about the statement, or that they are unsure.

These answers are perfectly spread out, with an equal number at each level of agreement. This suggests that there is very little agreement among the service users, either because they don't all feel better off, or because they don't think that the volunteers are the reason.

# 6 Additional features for advanced users



The basic problem with a mean is that it does not show you whether the individual answers it represents were very consistent or very inconsistent. In the example above, the same average can show both very inconsistent answers, and very consistent answers.

This is important if you are trying to use the mean as a basis for decision-making. If the average opinion of your service users is that working with volunteers is quite positive for them, you need to know whether this is consistent, or whether there are some people who are very happy, and some who are very unhappy.

Fortunately, there is a way of expressing this 'spread' numerically, by calculating a statistic called the 'standard deviation'. This is a measure of how confident you can be about the accuracy of the mean.

In the Clinks analysis spreadsheets, the standard deviation is shown underneath the mean. It can be a number ranging between 0 and 2.5. For our purposes it means the following:

- The lower the standard deviation, the more 'clustered' the answers, and the more confident you can be that the mean is representative.
- The higher the standard deviation, the more the answers were spread out, and the less confident you can be that the mean is representative.
- Using the scale from 1 to 6, like the one in the Clinks questionnaires:
  - The smallest possible standard deviation is zero. If the standard deviation is zero, the answers were unanimous.
  - The largest possible standard deviation is 2.5. If the standard deviation is 2.5, the answers were as spread out as they possibly can be.

This can be seen by reproducing the table and graph above, only this time with the standard deviation shown as well as the mean.

| | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers |
|---|---|---|---|
| 6 – Totally agree | 12 people | | 4 people |
| 5 – Agree | | | 4 people |
| 4 – Slightly agree | | 12 people | 4 people |
| 3 – Slightly disagree | | 12 people | 4 people |
| 2 – Disagree | | | 4 people |
| 1 – Totally disagree | 12 people | | 4 people |
| **Mean** | **3.5** | **3.5** | **3.5** |
| **Standard deviation** | **2.5** | **0.5** | **1.7** |

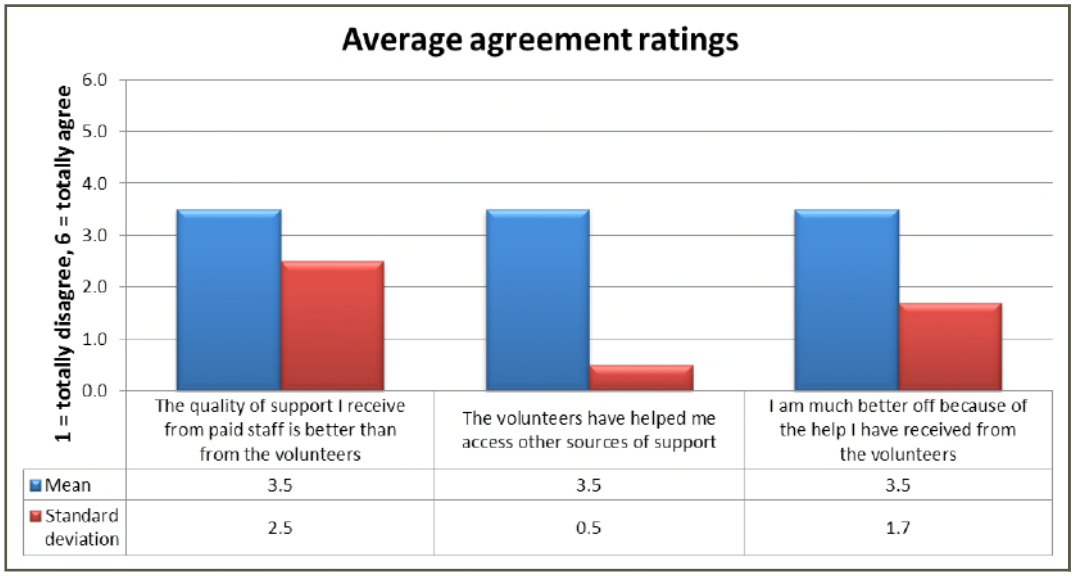
Here, the high standard deviation of 2.5 shows that an average of 3.5 does not accurately represent the full range of answers.

Here, the low standard deviation of 0.5 shows that an average of 3.5 accurately represents the full range of answers.

Here a middling standard deviation of 1.7 shows that an average of 3.5 is fairly accurate as a representation of the full range of answers, though there is still variation within the answers.

# 6 Additional features for advanced users



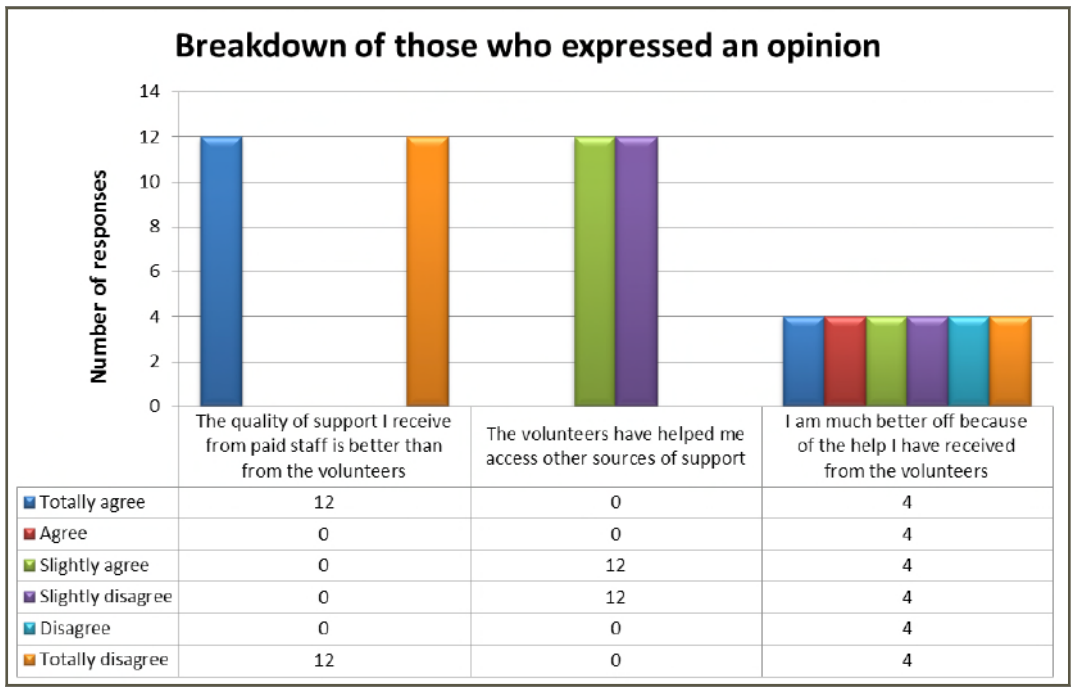



| | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers |
|---|---|---|---|
| Mean | 3.5 | 3.5 | 3.5 |
| Standard deviation | 2.5 | 0.5 | 1.7 |

In the graph above, you can see instantly that the middle statement of the three has a strong, representative average. This can be used confidently, because you know that it accurately represents the truth.

However, the other two averages have higher standard deviations. This might indicate a wider spread of results, or in other words, the fact that some people are very happy with the service, and others are very unhappy. To improve the service, therefore, you will need to concentrate on the unhappy group. If an average is not very representative, then you need to understand why this is in order to improve.

The second graph on the Likert scale spreadsheets is designed to help do this. It breaks down all of the opinions expressed, rather than combining them into one average. For the same set of answers as produced our mean and standard deviation graphs above, the graph looks as follows:

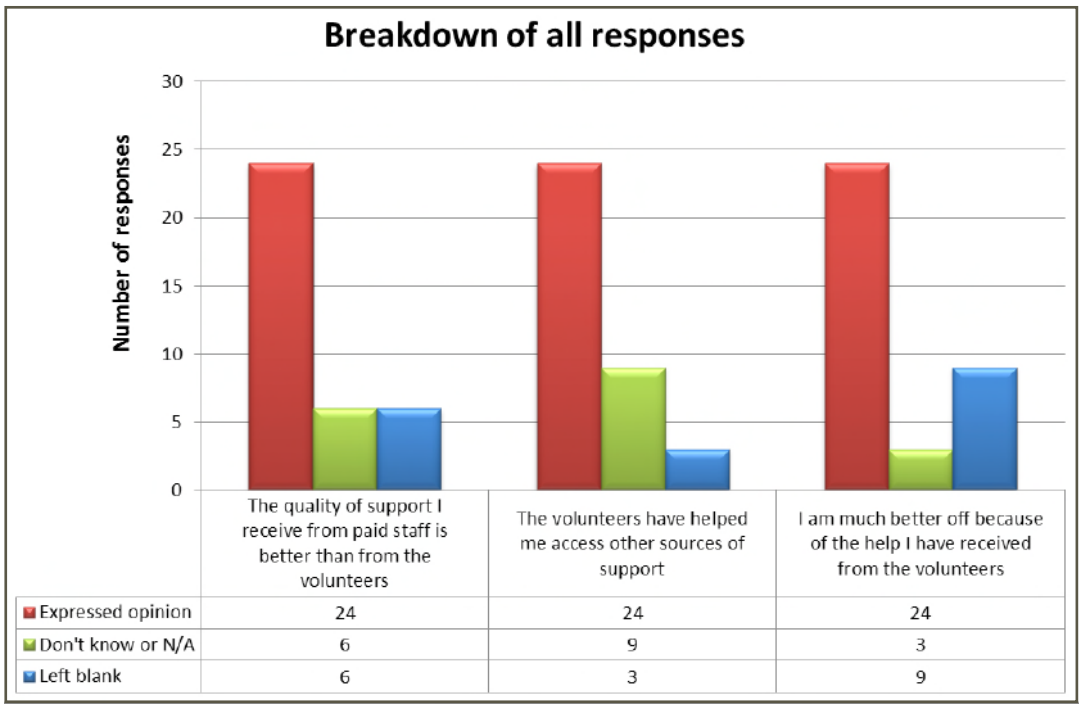



| | The quality of support I receive from paid staff is better than from the volunteers | The volunteers have helped me access other sources of support | I am much better off because of the help I have received from the volunteers |
|---|---|---|---|
| Totally agree | 12 | 0 | 4 |
| Agree | 0 | 0 | 4 |
| Slightly agree | 0 | 12 | 4 |
| Slightly disagree | 0 | 12 | 4 |
| Disagree | 0 | 0 | 4 |
| Totally disagree | 12 | 0 | 4 |

# 6 Additional features for advanced users



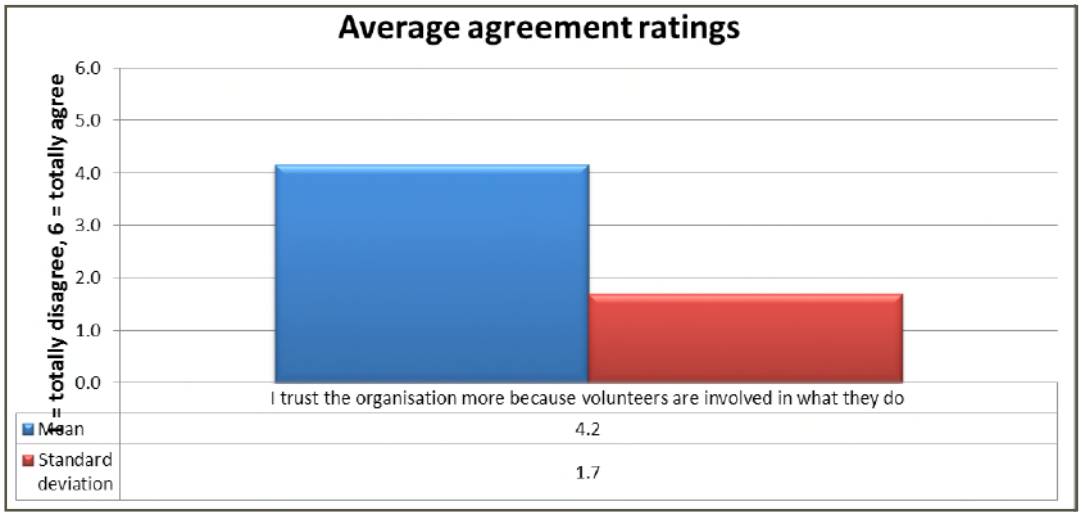
A third graph, below the first two, simply counts how many questionnaires were answered, how many people did not answer (either by saying 'don't know', or saying the statement didn't apply to them), and how many left the question blank.




Section 6.1.3 describes how you can use the graphs to look more closely at data sets where the average is not very representative, and begin to investigate the reasons why this might be.

You can use the graphs to help you analyse the data. If properly understood, they can also help you think about why certain results are appearing. The graphs in this section correspond with the three graphs user in the Likert scale spreadsheets.

The first graph shows the level of agreement respondents expressed with a single statement:

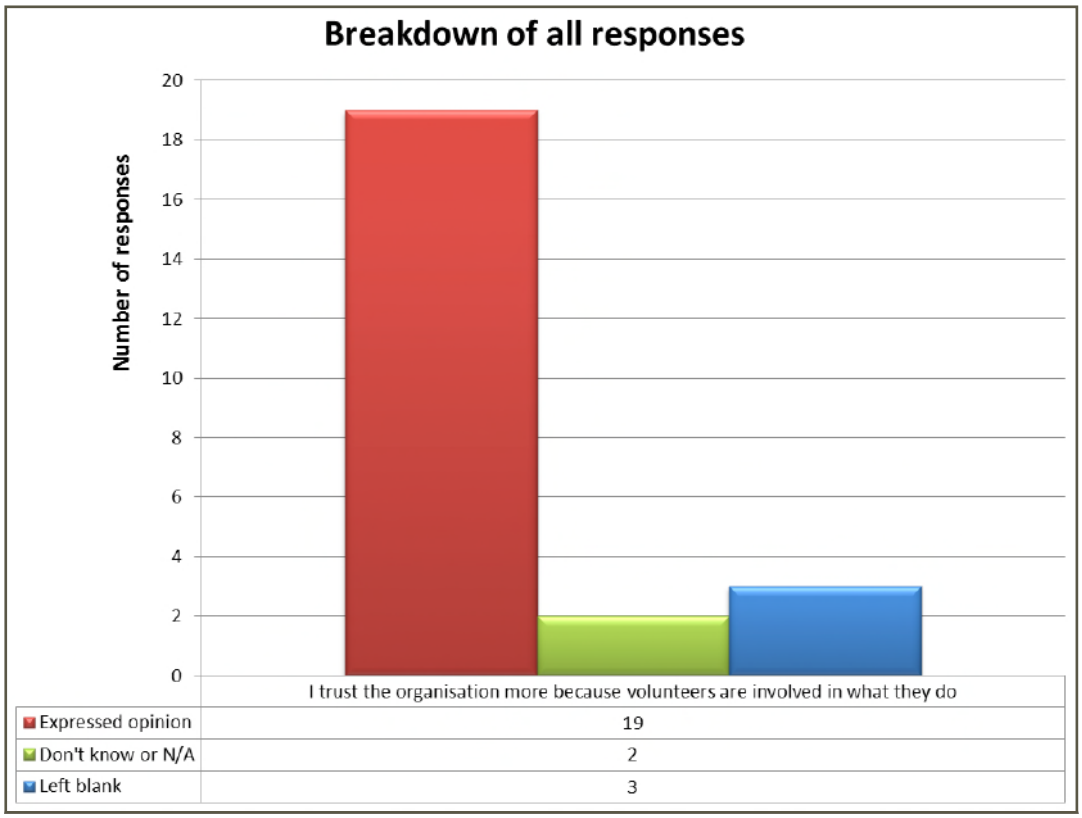


# 6 Additional features for advanced users



This graph shows you that generally, service users were quite positive about volunteers giving them a greater sense of trust in the organisation. This is a good thing! But the relatively high standard deviation (see section 6.1.2 for an explanation of this concept) also tells you that there is some variation behind the average; in other words, the answers were spread out, with some service users far less happy than others.

The following graph is based on the same responses, and tells you that there were 24 questionnaires. Nineteen service users answered the question, two answered "Don't know or N/A", and three more left the question blank.

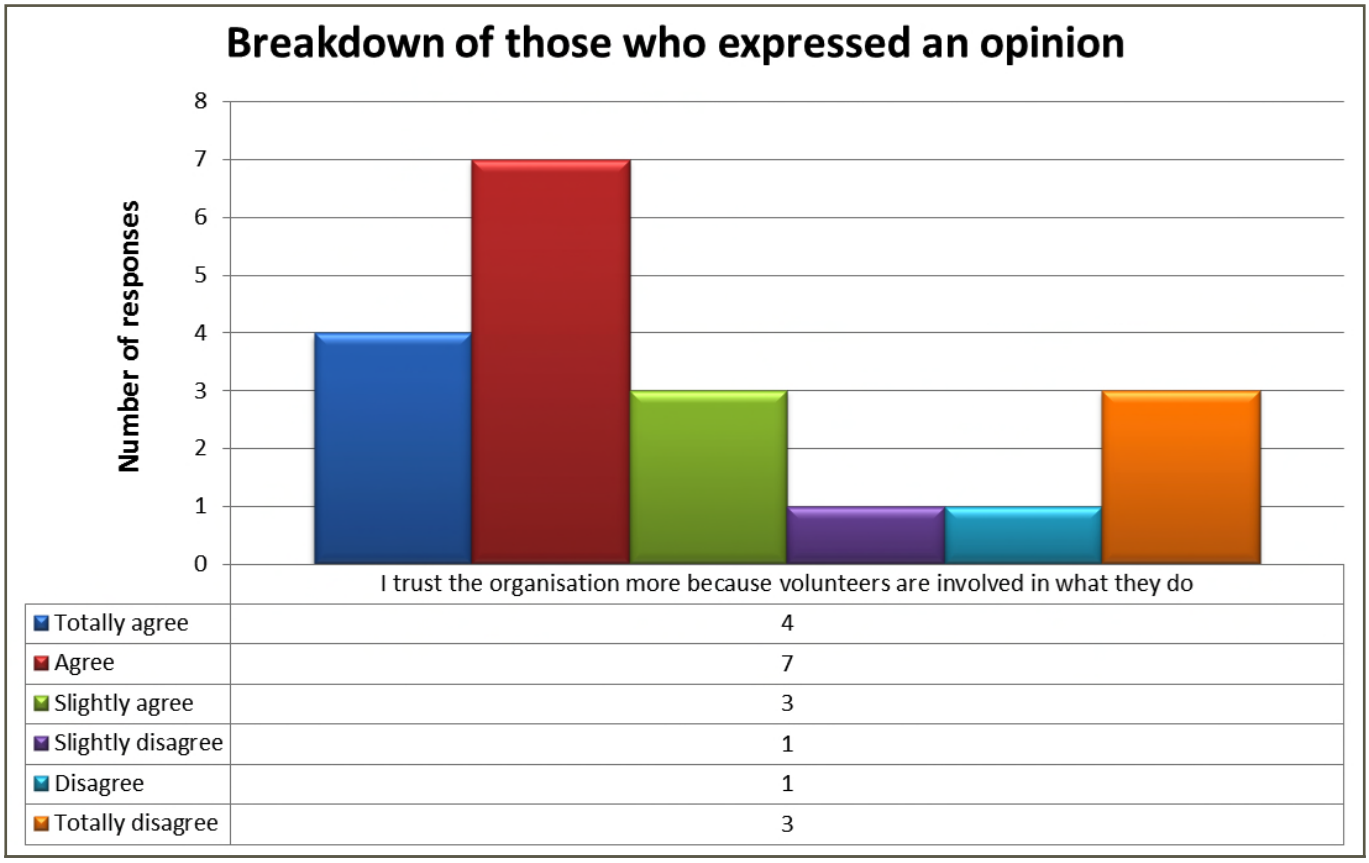



Blank answers or 'don't knows' are not always significant but if there are large numbers of them, it is often a sign that the question is not relevant or that the respondents have not understood it.

# 6 Additional features for advanced users



The third graph, based again on the same answers, breaks down the opinions that were expressed, so you can get a sense of the answers behind the average in the first graph:



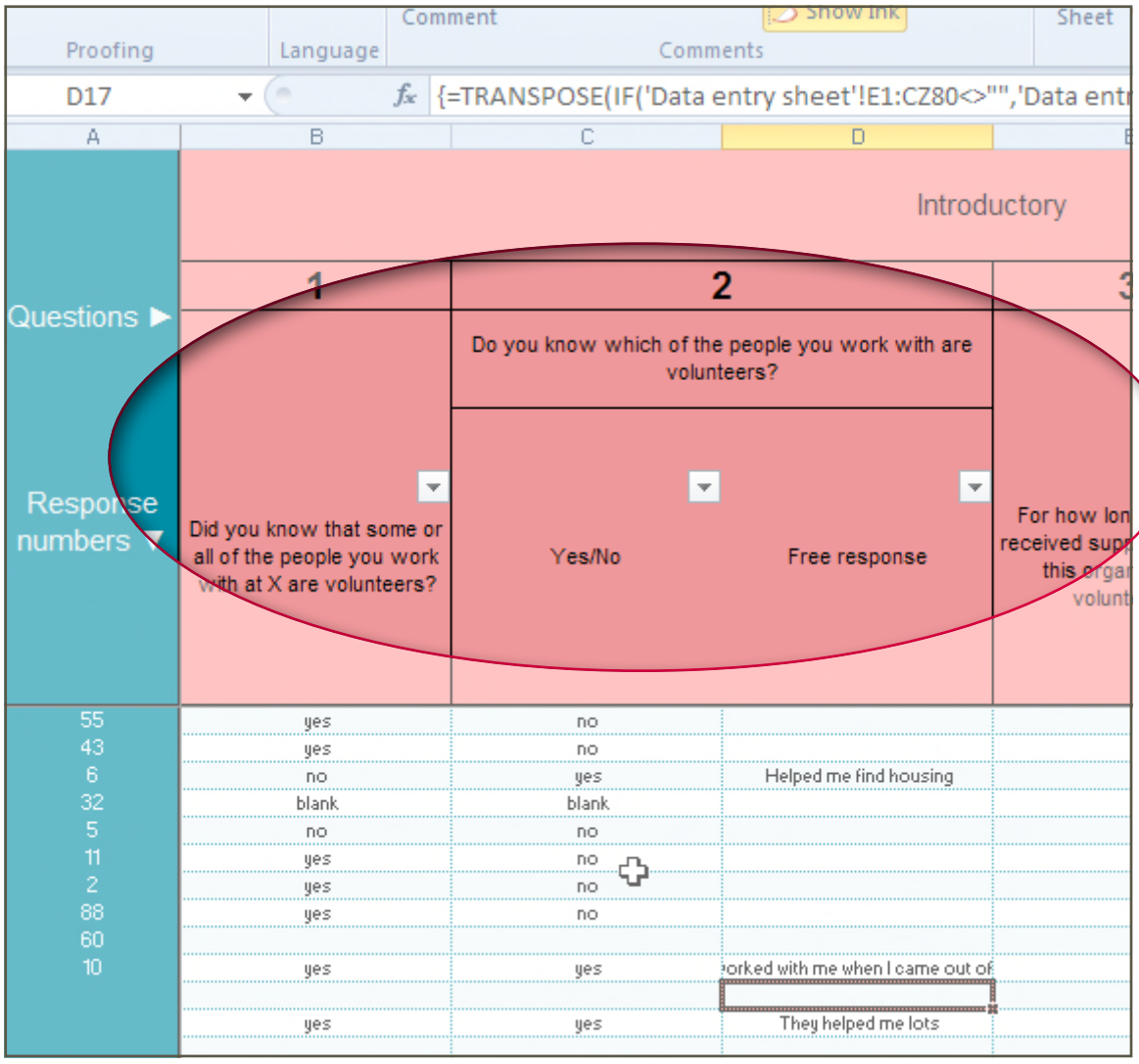

Here you can see that there are a significant number of service users – 14 out of the total of 19 who expressed an opinion – who either totally agreed, agreed, or slightly agreed that volunteers made them trust the organisation more.

However, five service users disagreed that they trusted the organisation more because of volunteers, and three of these totally disagreed. There may be a reason for this, and it is sometimes possible to tell what it is by looking more closely at their other answers. This can be done by using the 'Filter' function on the hidden 'Data in Rows' sheet. Read on to section 6.1.3 for instructions on how to do this.

# 6 Additional features for advanced users

### 6.1.3 Filtering data

The 'Data in Rows' sheet contains all of the responses that were entered in the Data Entry sheet, but transposed by 90°, so that the answers appear in columns, not in rows. The picture below shows what the sheet looks like. The response numbers are now down the left hand side, instead of along the top, while the questions are now arranged along the top, rather than down the left.



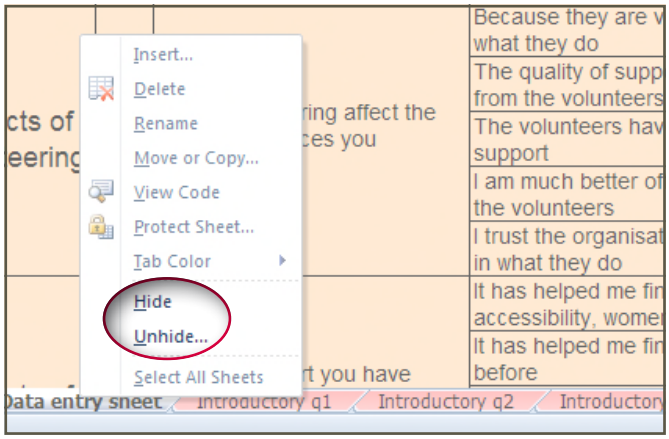

This worksheet is essential to the working of all the other sheets. As a result, it is hidden by default, to prevent accidental changes being made to the formulas that make it work. However, it can be viewed by unhiding it, and altered by unprotecting the sheet.

> **If you access this sheet, be careful: any accidental changes to the formulas it contains will mean that calculations elsewhere stop working. It is a good idea to make a copy of the whole workbook (see section 6.2.1 for instructions on doing this), and then performing any filtering on the copy, rather than on the original.**

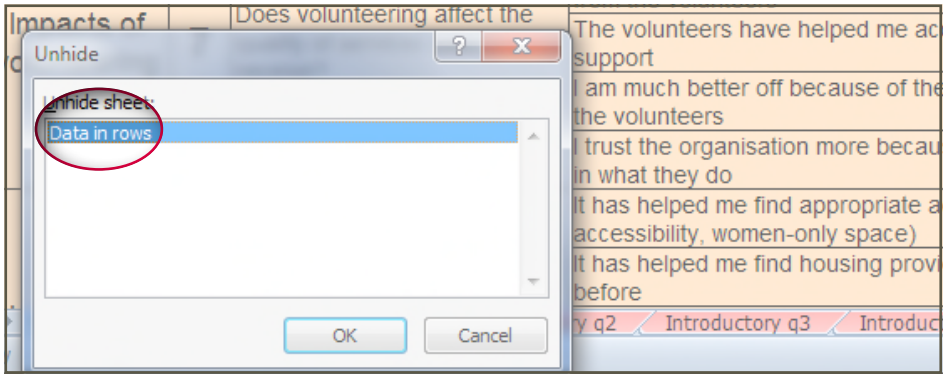
# 6 Additional features for advanced users



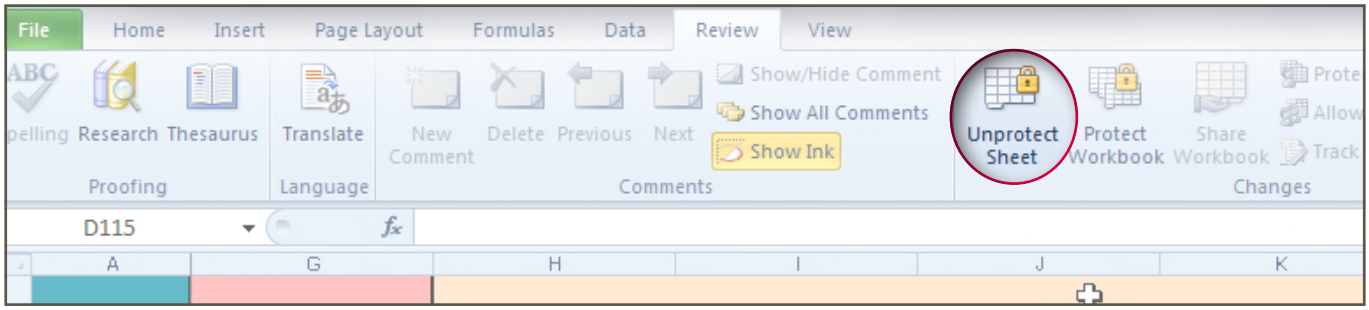
You can unhide the sheet and view it for yourself by right-clicking anywhere on the tabs at the bottom of the Excel window:




... then clicking 'Unhide' and selecting the 'Data in Rows' sheet and clicking OK:




Next, you will need to unprotect the sheet.[7] Click on the 'Review' tab at the top of the Excel window, and then click on 'Unprotect Sheet'.

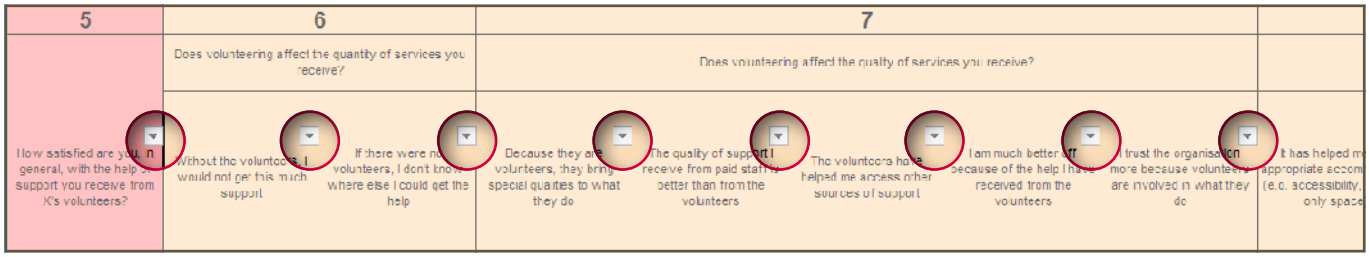



7. By default, it is protected to stop unintentional changes being made to the formulas that make it work.

# 6 Additional features for advanced users

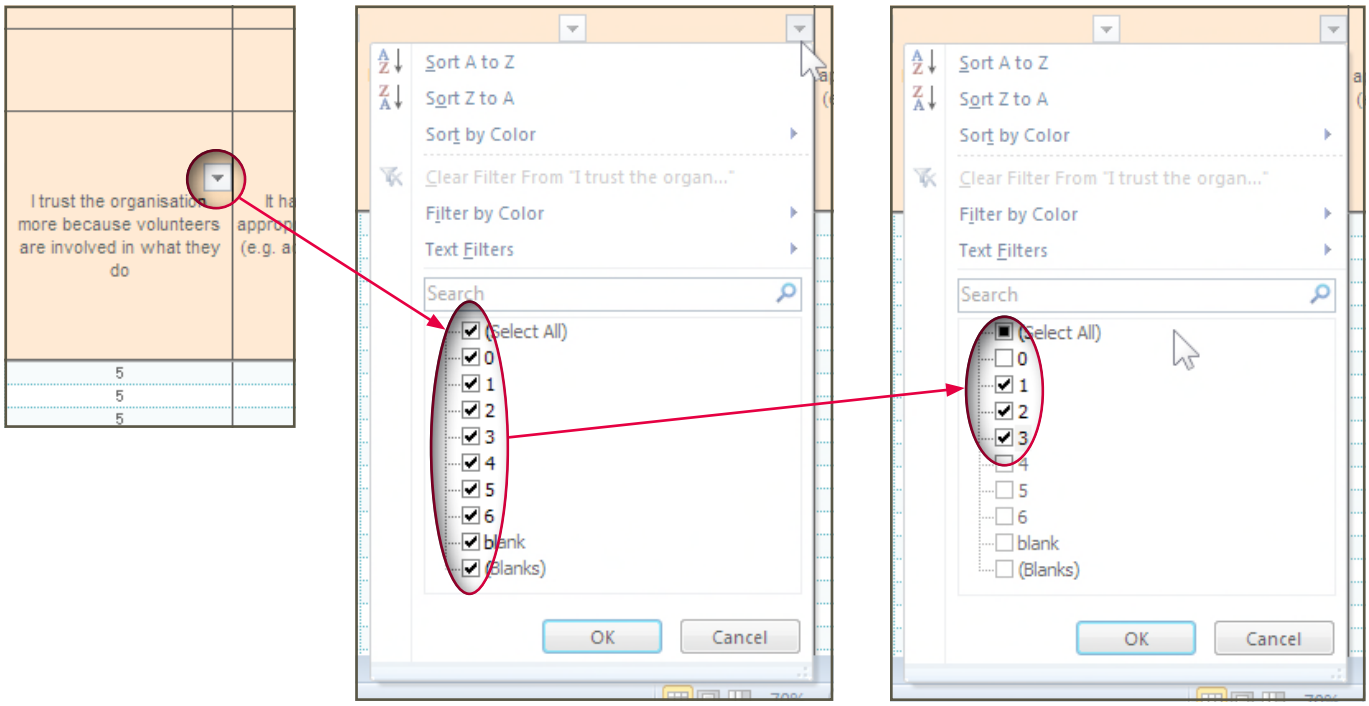


When you have done this, you can begin to filter the data using the drop-down arrows in the column header row:



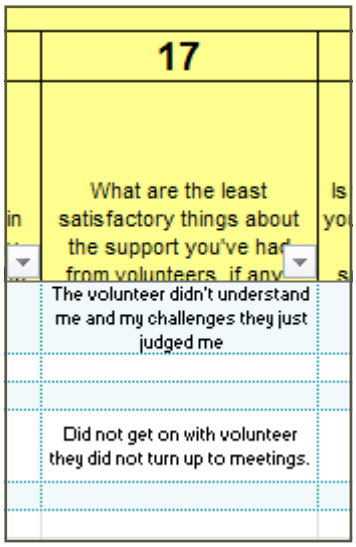

Clicking on one of these allows you to filter all of the questionnaires depending on what answer was given to that question.

Using the example from section 6.1.3 above (about trusting volunteers), we can now use this function to examine whether there was a reason why some service users felt so differently about the trustworthiness of volunteers, compared to the fairly high average. To look only at those answers that disagreed with the statement about trust, you click on the corresponding arrow and make sure that only the boxes corresponding to disagreement are ticked. In all Likert scale questions, numbers from one to three correspond with disagreement, so tick only those boxes:



If you then click 'OK', all the other answers are hidden, leaving only those from the five people who disagreed with this statement. Reading across the row might sometimes give you a sense of things that they might have in common, which in turn might indicate why these answers differ from the average. Without using this sheet to narrow down the answers in this way, it's hard to spot these factors.

In this case, the answers given to question 17 by two of the five service users suggest why they might have had a bad experience. This can then indicate to you where there are improvements to be made:




Data can be filtered using multiple filters at the same time.

> **Once you have finished filtering, don't forget to turn all the filters off again, and then re-protect the worksheet – remember that any accidental changes to the formulas in this worksheet will have knock-on consequences elsewhere!**

## 6.2 Writing and analysing your own questionnaire questions using the spreadsheet templates

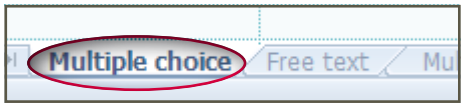
Included in the pack are some blank template spreadsheets that you can use to analyse quantitative data from questions you have written yourself. The following instructions explain how you can do this.

The template spreadsheets are simpler than the main analysis spreadsheets, in that they don't have a single data entry sheet. Instead, you enter the questions and the answers directly onto the question sheet.

This section covers how to use the template spreadsheets. We have assumed that you are able to write the questions and add them to a questionnaire yourself.

### 6.2.1 Analysing your own multiple choice questions

If you want to ask a multiple choice question,[8] start by opening the Excel file that contains the templates. The tabs are labelled; select the 'multiple choice' sheet:




8. This can be anything from a "Yes-No" question to a question giving respondents a dozen or more answers to choose between.

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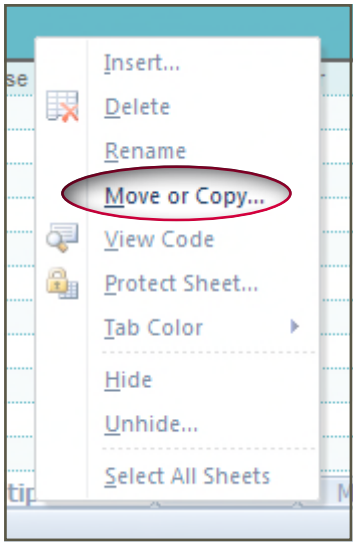
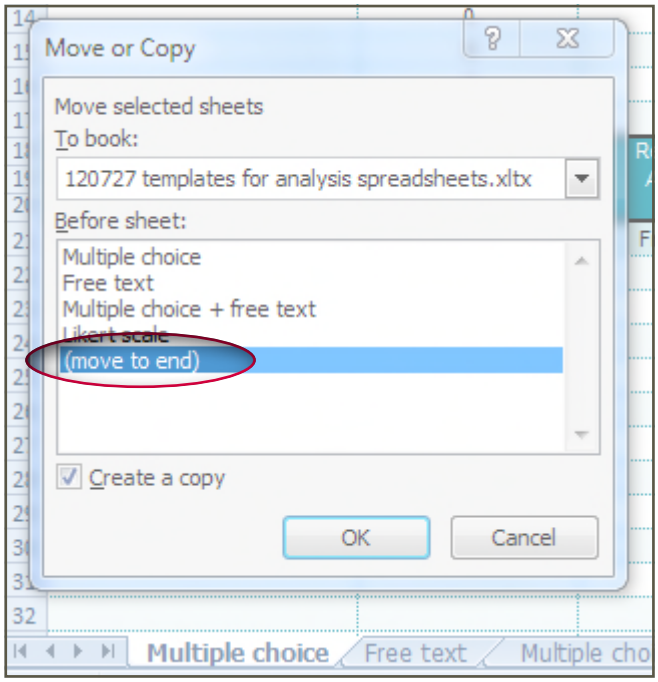
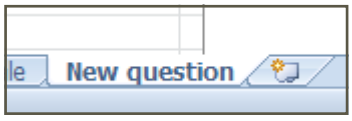



The first and most important thing to do is to work from a copy of this sheet, and not from the original, so as not to lose your blank template. Right-click on the tab, left-click on "Move or Copy":

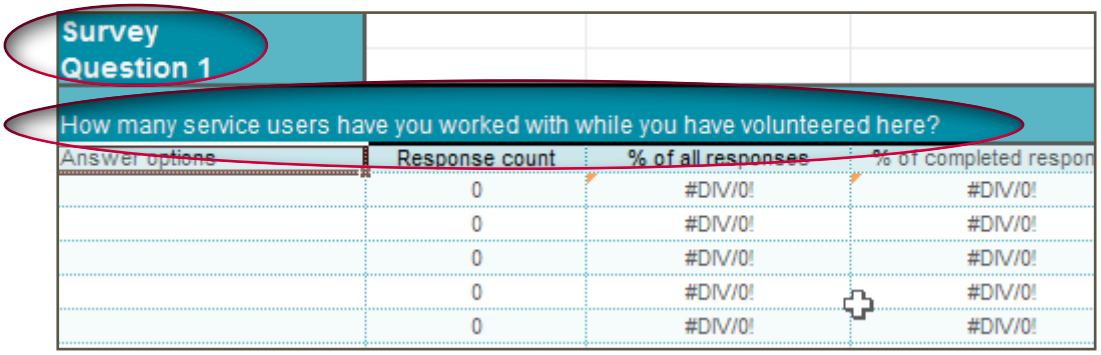
... and then tick "create a copy" in the resulting dialogue box, and select where you want the copy created. The drop-down box at the top of the 'Move or Copy' window can be used to send the new copy sheet to a different workbook, if you wish to.




You then select the new sheet that has been created by left-clicking on it, then work on that sheet. You can also right-click again on the tab for the new sheet, if you want to rename the new sheet:




First, write the question number and the question itself into the relevant places:



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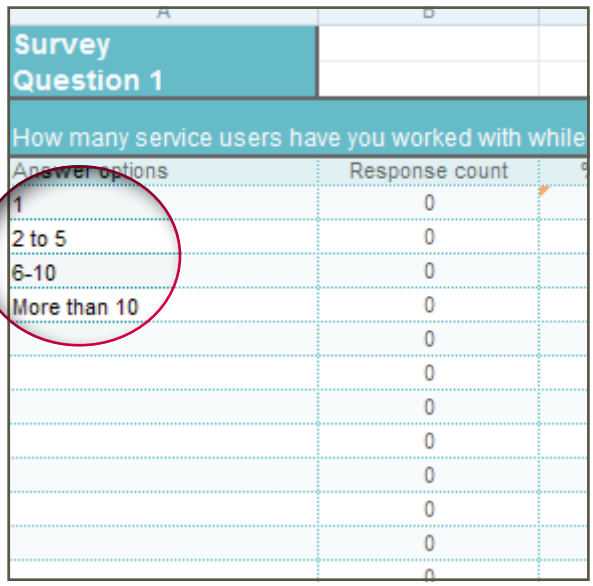
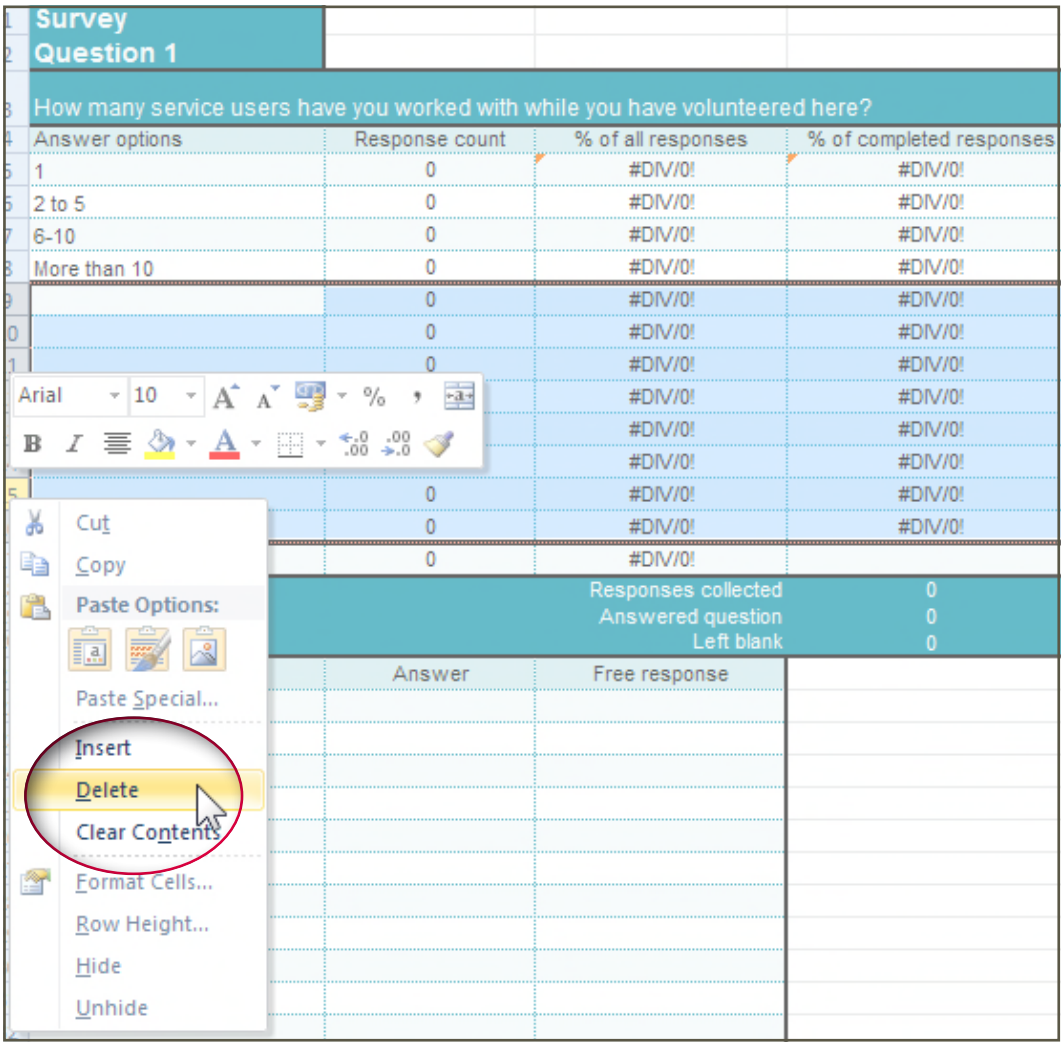
Next, write the range of answers that respondents selected from into the cells in the first column, which is headed "answer options". Don't change the row marked 'blank':




You are likely to have some blank rows that are not being used. Click on the row numbers at the extreme left of the window to highlight/select these rows, then right-click on your selection and click "Delete" to remove the empty rows. But don't delete the row that is marked 'blank' – this is important because it contains formulas that will count up those questionnaire answers that were left blank:



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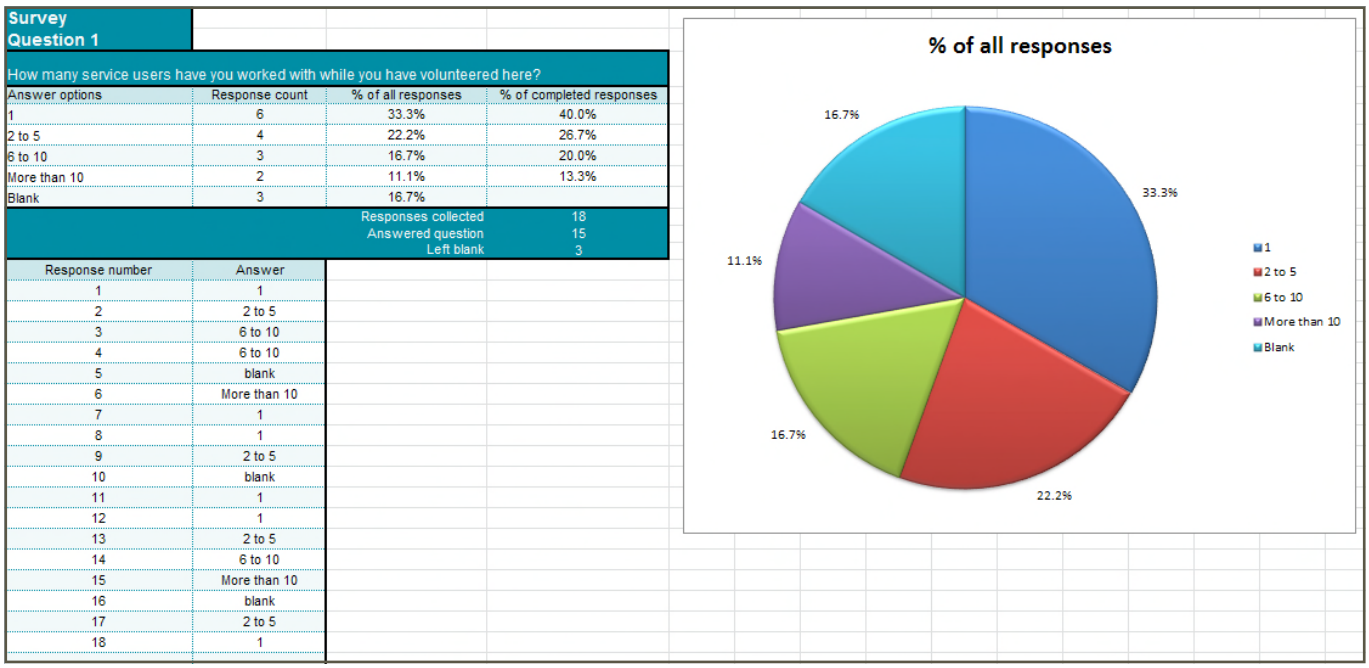
Once you have the answer options right, you can go ahead and enter the data in the table below; you will see that the calculation table at the top and the pie chart will update themselves automatically:

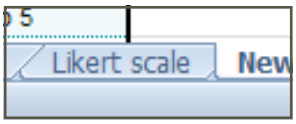


| Survey Question 1 | | | |
|---|---|---|---|
| How many service users have you worked with while you have volunteered here? | | | |
| Answer options | Response count | % of all responses | % of completed responses |
| 1 | 6 | 33.3% | 40.0% |
| 2 to 5 | 4 | 22.2% | 26.7% |
| 6 to 10 | 3 | 16.7% | 20.0% |
| More than 10 | 2 | 11.1% | 13.3% |
| Blank | 3 | 16.7% | |
| | | Responses collected | 18 |
| | | Answered question | 15 |
| | | Left blank | 3 |

| Response number | Answer |
|---|---|
| 1 | 1 |
| 2 | 2 to 5 |
| 3 | 6 to 10 |
| 4 | 6 to 10 |
| 5 | blank |
| 6 | More than 10 |
| 7 | 1 |
| 8 | 1 |
| 9 | 2 to 5 |
| 10 | blank |
| 11 | 1 |
| 12 | 1 |
| 13 | 2 to 5 |
| 14 | 6 to 10 |
| 15 | More than 10 |
| 16 | blank |
| 17 | 2 to 5 |
| 18 | 1 |

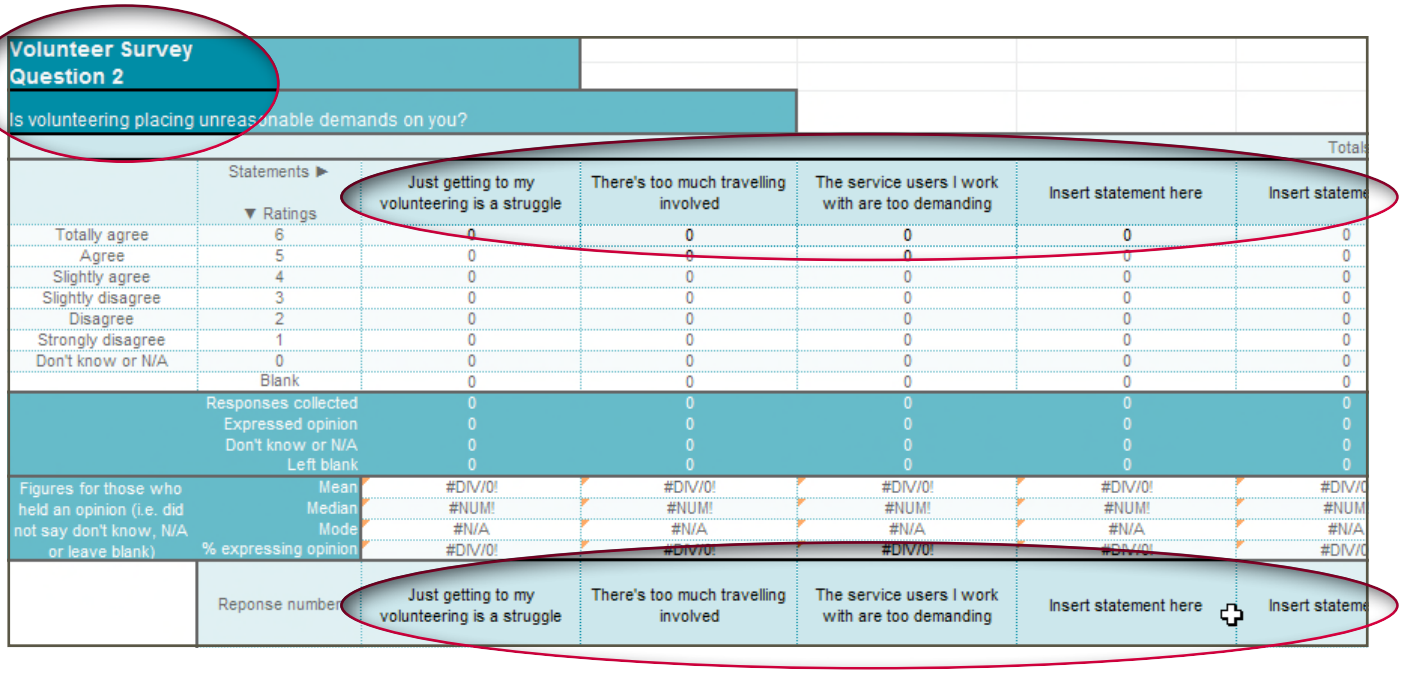


## 6.2.2 Analysing your own Likert scale questions




The procedure here is exactly the same as for the multiple choice questions, except that you make a copy of the Likert scale template sheet to work from:

Once you have done this, you add the question information as you did in section 6.2.1, but you will also need to add the statements that you have asked respondents to agree or disagree with. If you enter them into row 5, in the top calculation table, they will automatically appear in row 22, in the data entry table:



| Volunteer Survey Question 2 | | | | | | |
|---|---|---|---|---|---|---|
| Is volunteering placing unreasonable demands on you? | | | | | | |
| | | | | | | Totals |
| | Statements ▶ / ▼ Ratings | Just getting to my volunteering is a struggle | There's too much travelling involved | The service users I work with are too demanding | Insert statement here | Insert statement |
| | Totally agree 6 | 0 | 0 | 0 | 0 | 0 |
| | Agree 5 | 0 | 0 | 0 | 0 | 0 |
| | Slightly agree 4 | 0 | 0 | 0 | 0 | 0 |
| | Slightly disagree 3 | 0 | 0 | 0 | 0 | 0 |
| | Disagree 2 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree 1 | 0 | 0 | 0 | 0 | 0 |
| | Don't know or N/A 0 | 0 | 0 | 0 | 0 | 0 |
| | Blank | 0 | 0 | 0 | 0 | 0 |
| | Responses collected | 0 | 0 | 0 | 0 | 0 |
| | Expressed opinion | 0 | 0 | 0 | 0 | 0 |
| | Don't know or N/A | 0 | 0 | 0 | 0 | 0 |
| | Left blank | 0 | 0 | 0 | 0 | 0 |
| Figures for those who held an opinion (i.e. did not say don't know, N/A or leave blank) | Mean | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0 |
| | Median | #NUM! | #NUM! | #NUM! | #NUM! | #NUM |
| | Mode | #N/A | #N/A | #N/A | #N/A | #N/A |
| | % expressing opinion | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0 |
| | Reponse number | Just getting to my volunteering is a struggle | There's too much travelling involved | The service users I work with are too demanding | Insert statement here | Insert statement |

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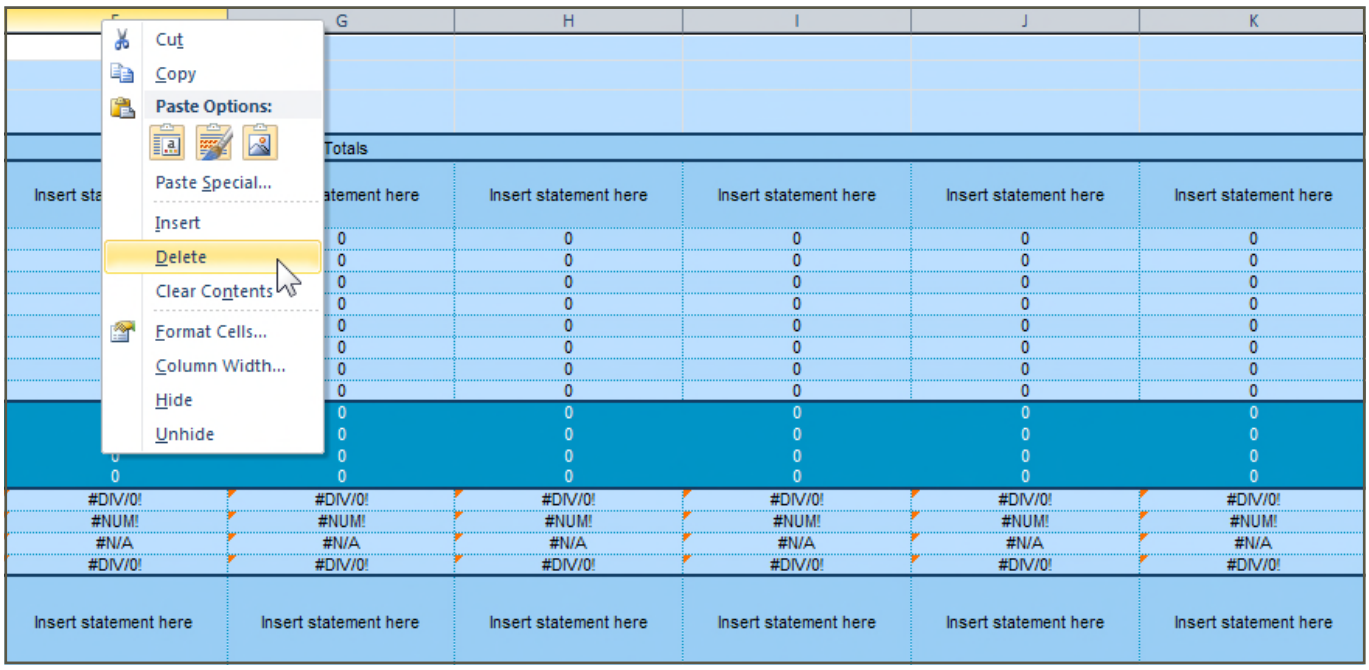
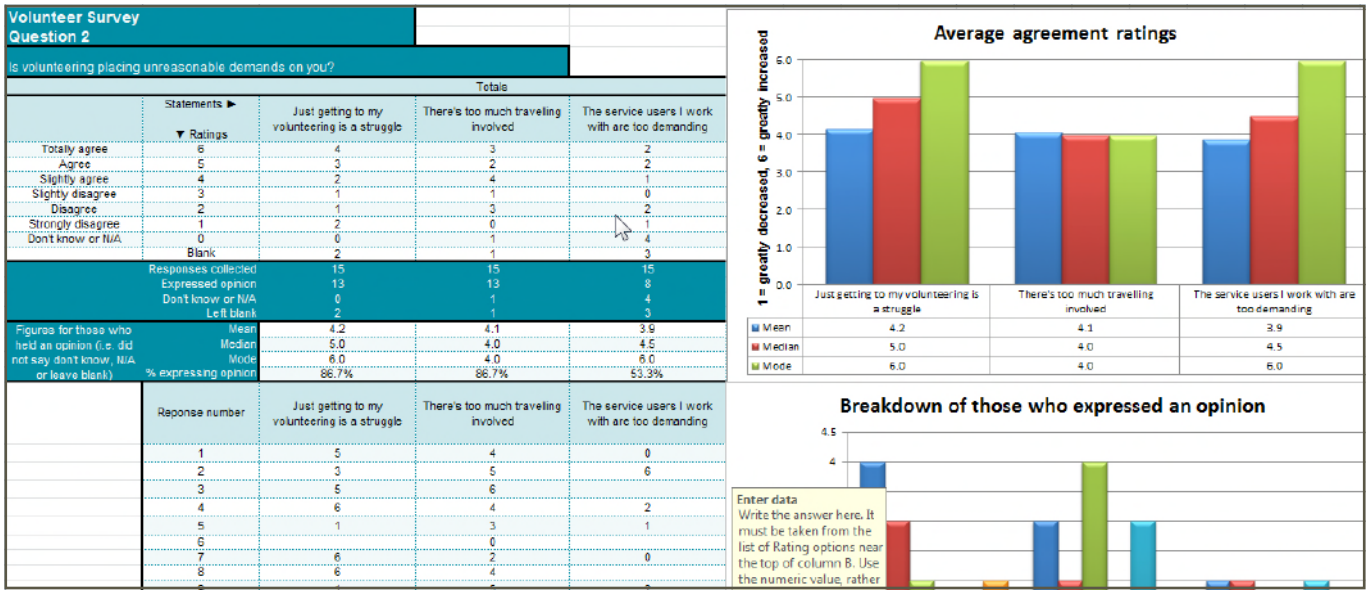
There is space for nine statements, but if you have fewer than this number, you can select and delete the columns you are not using:




Once you have done this, you can again enter data in the bottom table, and the top calculation table and graphs will update themselves automatically:



EVALUATING VOLUNTEER IMPACT

doing volunteering justice

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