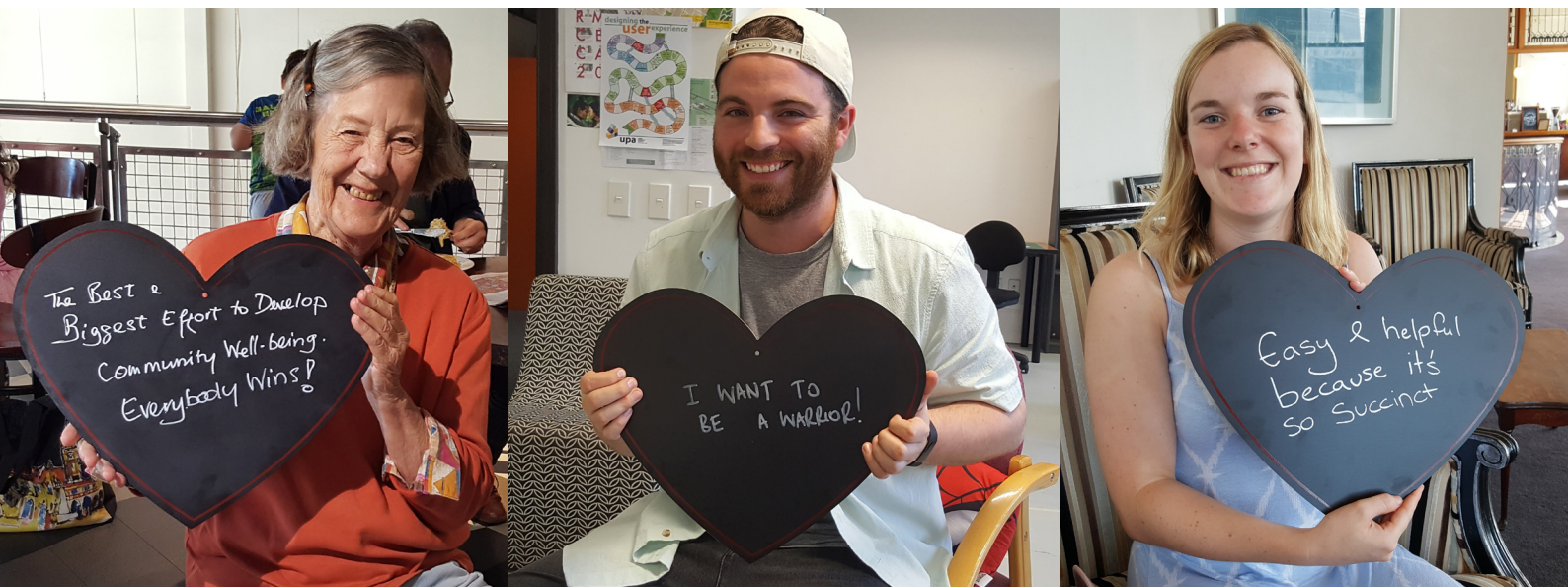


Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

# CIVIC CIRCLE

Empowering young New Zealanders to volunteer with local non-profit organisations.



A thesis submitted by Ross Patel in partial fulfilment of the requirements for the degree of Master of Design, Massey University, Wellington, New Zealand.  
2018

# ACKNOWLEDGEMENTS

Just as it takes a village to raise a child, it has taken a community to complete this research and support me as a facilitator and a designer throughout the process. I would like to thank everyone that has contributed to, and supported this research.

## Supervisors

Karl Kane and Tristram Sparks

## Volunteering New Zealand

Scott Miller, Michelle Kitney and team

## Student Volunteer Collective

Grant Verhoeven, Eden, Lauren, Chloe, Liam and Rowena.

## Massey Staff

Caroline Campbell, Brian Lucid, Tanya Marriot, Jackie Naismith, Paula Andrade

## MESS

The Masters cohort

## Friends

Tayo Agunlejika, Peter-Clinton Foases, Moe-moana Fraser, Karl Falzon, Mon Patel, Dan Goodkind, Andrew Hignett, Christina Wolf, Jay Montilla, Katie Bevin, Shyam Patel, and Harmony Repia.

## Family

My parents Kanti and Champa Patel, brother Manoj Patel, Uncle Bipin and Auntie Indira Patel, cousins Mitesh, Hema and Sanjay Patel.

## Co-design team - Young New Zealanders

Amelia Cina	Megha Sharma
Chandni Patel	Millie Lambess
Chaz McManus	Pilar Fallas Rodrigues
Georgia Glass	Priyanka Gangurde
Glenn Catchpole	Rebecca French
Grace Gollan	Rowena Chow
Jessica Lewis	Sherry Shi
Johanna Morris	Victoria Rhodes-Carlin

Justin Hughes

Elizabeth Weinberg — Victoria International Leadership Programme

Rebecca Leete — Upper Hutt Multicultural Council

## Co-design team - Nonprofit organisations

Alison Bond	Weltec
Ana Faatoia	St Vincent de Paul Society
Andrea Trueman	WelTec LEAP
Ann Daziel	Age Concern
Cherry Skinner	Victim Support
Clare Davis	BATS Theatre
Deepa Rose Sealy	Sustainability Trust
Dennis Small	Rotary Courtenay Place
Errol Greaves	Grow Te Ahumairangi Forest
Fiona Crombie	Wellington Host Lions
Georgia Herbert	Girl Guiding NZ
Hillary Wilk	Compassion Soup Kitchen
Iona Anderson	Cats Projection League
Janice Henson	Te Omanga Hospice
Jason Paul	WREMO
Joanna Viernes	Caritas
Judy Tilley	Wellington Host Lions Club
Lisa McLaren	WREMO
Marie Richardson	WelTec LEAP
Michele Addison-Wood	Cats Protection League
Millie Lambess	St Vincent de Paul Society
Rosie White	Hagar NZ
Sarah Hayward	Te Omanga Hospice
Sue Hine	Volunteer Wellington
Ta'ase Vaoga	Just Speak
Tessa Schlagwein	Just Speak



Figure 1. Fiti, S. 2018.  
A sea of young New Zealanders at the Newtown Festival.

# ABSTRACT

"The adjustment to new ways of engaging with volunteers may create organisational stresses [sic], but the success of doing so may fundamentally determine how well non-profit organisations can continue to be a vehicle for citizen participation and engagement." (Sanders, 2008, p. 31)

In terms of volunteer contributions, New Zealand is a leading nation (Charities Aid Foundation, 2016). Recent studies, however, have shown that many non-profit organisations face challenges in recruiting and retaining volunteers (Volunteering New Zealand, 2016), and that volunteer hours have reduced by 42% between 2004 and 2013 (Statistics New Zealand, 2015).

The most common comment made by volunteer-involving organisations in both 2015 and 2016 State of Volunteering in New Zealand reports was that "the majority of volunteers are older (aging) and there aren't enough young people stepping up" (Volunteering New Zealand, 2017, p. 26). Another common observation was that volunteers are less committed and are 'time poor'. This is in contrast to the research that shows millennials (people born between the 1980s and 1990s) are upbeat about their ability to have a positive impact on the world (Green, 2003). Millennials can offer many skills and qualities to help non-profit organisations, although such organisations are currently inadequately prepared to welcome them (Fine, 2008). This design-led research sets out to explore how to empower young New Zealanders to volunteer with local non-profit organisations. Participatory design methods were employed to engage 27 representatives from 21 organisations and 19 young New Zealanders in the design process.

Keywords: Volunteering, non-profit organisations, volunteering-involving organisations, young New Zealanders, millennial engagement, generation-y, civic engagement, design thinking, co-design.

# TABLE OF CONTENTS

BACKGROUND	09
MY STORY	10
NEW ZEALAND'S NEED FOR YOUNG VOLUNTEERS	16
The importance of civil society	16
The effects of Neoliberalism on nonprofit organisations	22
Volunteering is participatory democracy	23
Recruiting and retaining volunteers	24
A need for young volunteers	24
The big reduction	26
RESEARCH AIMS AND IMPORTANCE	28
THE ECOSYSTEM	30
METHODOLOGY	34
USING DESIGN	35
Human centred design and generative design research	35
Design thinking	36
Co-design	36
BEGINNING THE 5-STAGE DESIGN THINKING PROCESS	41
EMPATHISING	42
Immersing myself	42
Welcome to a nonprofit	42
Generation gaps	43
Listening to the organisations	48
Students running organisations	49
The demand for online infrastructure	50
Engagement designed by youth	53
Connecting young New Zealanders to volunteer opportunities	56
Creating Personas	59
Hosting a co-design workshop	62
DEFINING	69
Co-design workshop analysis	69
Requirements obtained from the workshop	76
The human-centred problem statements	77

IDEATING	78
The ideation process	78
Concept 1: A community and culture building toolkit	82
Concept 2: A career-based volunteering website	82
Concept 3: An online platform for NGOs	84
Concept 4: The 'organisation experience' game	86
Concept 5: An online graphic design and SNS tool	86
Three month user journey diagram	90
The selected concept	90
PRECEDENTS	91
Organisations' 'personal' online platforms	91
Volunteer centre platforms	93
Competitive audit	93
Gamified platforms	96
GAMEFUL THEORY	98
Games – A motivation tool	98
The power of play	98
Experiencing flow	100
Making our own happiness	100
Bringing meaning	101
Creating a magic circle	102
Building culture	103
Giving the opportunity to be part of something bigger	104
Crowdsourcing	104
Creating a sustainable engagement economy	106
A gameful framework for volunteering	107
Gameful design	107
Applying gameful design	108
Creating a gameful framework for civic engagement	109

PRACTICE (ACTUAL) DESIGN PROCESS	111
PROTOTYPING	112
Prototype 1 - Determining the components	112
Prototype 2 - Deciding game mechanics	112
Prototype 3 - UX Development	112
TESTING	128
The main screen	129
Your missions	131
Organisations - Community	131
Volunteers - Community	134
Skills	136
Health	137
Help and Resources	138
A lot of enthusiasm	139
Prototype 4 - Adding Aesthetics	143
CONCLUDING DESIGN PROPOSAL - CIVIC CIRCLE	146
DESIGN DOCUMENTATION	147
CONCLUSION	151
CLOSING THOUGHTS	152
LIST OF FIGURES	160
REFERENCES	163
APPENDIX	165

# BACKGROUND

## My Story

Kia ora, Ross is my name, and I grew up in New Plymouth in Taranaki. My parents owned a superette, and we enjoyed being a central pillar, provider and meeting point for our community in the suburb of Bell Block. As a child I would accompany my dad on home deliveries and to the local fruit and vegetable market, and at 10 years old I started serving customers. I had my own department — the lolly department — where I served lines and mobs of children as soon as I, and they, got home from school. My mum's hobby was volunteering, so I spent a lot of time attending meetings with her, watching her print, cut, and distribute fundraising-event tickets and organise food stalls for local extravaganzas, and walking in parades wearing traditional Indian clothes. Both of my parents created an example for me of how to give to the community and were often a point of contact for local Indian festivals and events.

Leaving home and going to university presented me with the brightest days of my life. I developed my design specialty in experience design, culture building and creating emotional connections. But once I hit work, at a game design company, a grey cloud cast its shadow over me. Being a cog in a machine, inside an office, doing the same, repetitive, soul deadening work which I couldn't see benefitting or helping anyone got me frustrated. I made the decision to quit and hopped on a plane, without a return ticket, to find more meaning in life, in India. That is when my own civic life began.

In a small village, in the district Pratapgarh in India, I volunteered for a spiritual non-profit organisation which as well as hosting spiritual camps, provided free healthcare, free education for girls and free distributions of living necessities to the poor. The organisation's leader had his lecture series on spirituality broadcast on five channels throughout India, and ran five ashrams as well as three hospitals and one girls' education institute.

Entering this world, my role was to be a volunteer digital designer in the organisation's online marketing and media team. I created a new website for them, and made various marketing materials for their social media. It was at this time that I recognised the difficulties non-profit organisations have with attracting, engaging, and retaining members, donors, volunteers and followers.



Figure 2. JKP. 2012. Patients waiting at JKP Pharmacy in Mangarh, India.



Figure 3. Patel, R. 2014. A boy doing his homework outside his home in Mangarh, India.

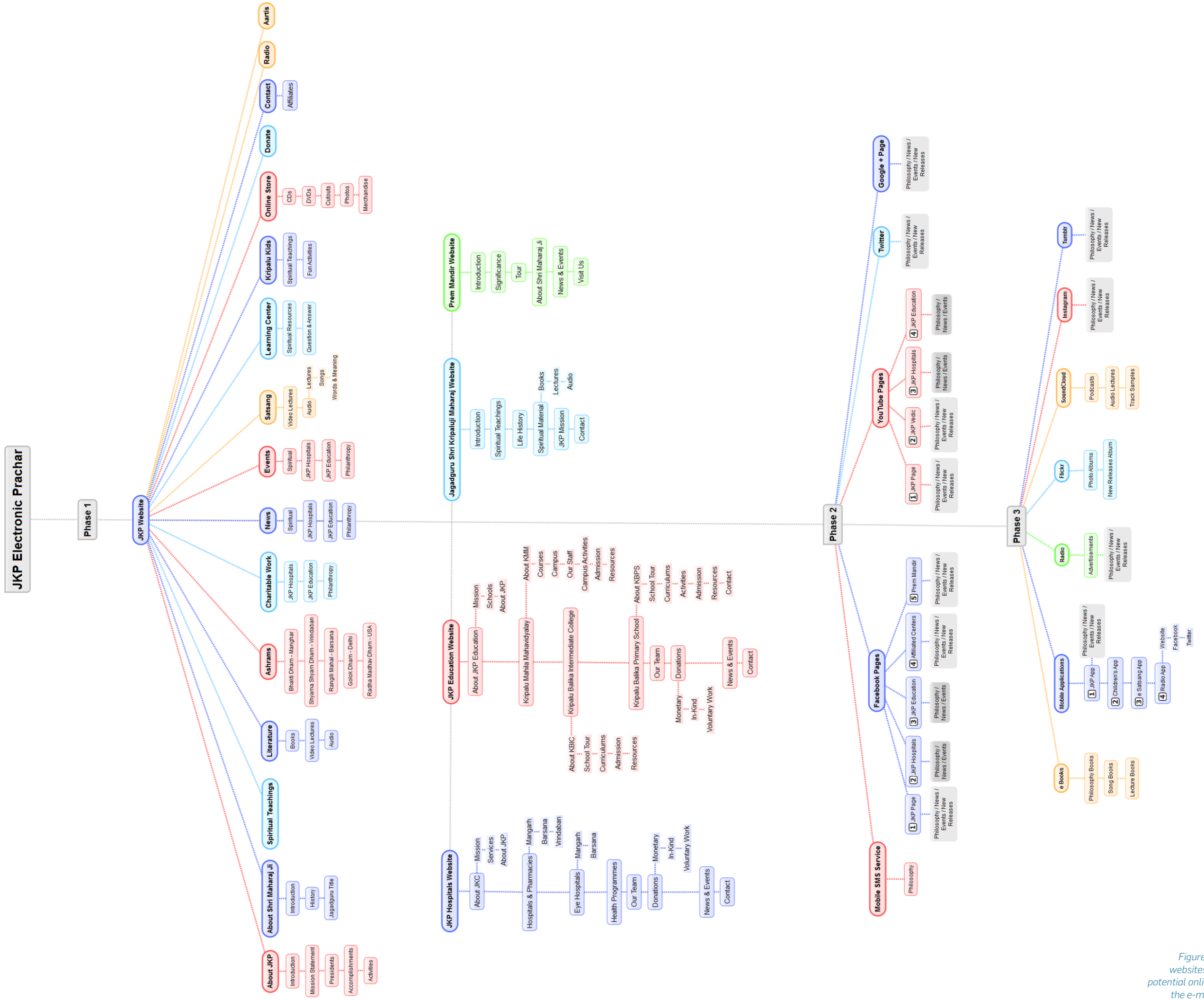


Figure 4. Patel, R. 2014. All the websites, social media and other potential online strategies handled by the e-media department at JKP.

One and a half years passed, and although I did find a fulfilling and meaningful life and occupation, my health unfortunately deteriorated. The death of a close friend left me easy prey for the black dog. Before departing India, I made plans to research the area of attracting and retaining members and volunteers for non-profit organisations at Massey University, but when I returned home, life had another plan for me: a recovery period of two years. After medication, counselling, mindfulness classes and many nights of crying and confusion, the black dog slowly walked away. Sequestered in New Plymouth, a place where I no longer had friends, loneliness, while being down, taught me another life lesson — the importance of and need for community. This increased my desire to complete this research as I knew that one in six New Zealanders experience depression and anxiety, and volunteering has a lot of health benefits including providing community.

Whilst in New Plymouth, I visited the Department of Internal Affairs Community Advisors, Marion James and Adrian Poa, and asked them if they had noticed non-profit organisations having difficulty in attracting, engaging and retaining members and volunteers. They said yes, it is an issue, but more specifically nonprofits need younger people to volunteer for them as their members are aging, and they require different types of expertise. This made me want to change the focus of the research to youth engagement in volunteering.

Today I am a different person; I try to be more empathetic and understanding to human needs. Here in Wellington, I am the Youth President for Multicultural New Zealand, the Youth Executive Member for the Multicultural Council of Wellington, a member of the Student Volunteer Collective and the President of the Masters Emotional Support Society (MESS) at Massey University. I am a project manager for Youth Aotea-Reo (an app which puts all social services for youth in one place) and I am the Governance and Strategy Advisor at Volunteering New Zealand, an organisation specialising in volunteer management.

This research over the past year has integrated with my voluntary and professional roles, which together have provided a wealth of knowledge on youth engagement and volunteer management. I hope you enjoy exploring this research as much as I have enjoyed conducting it.



Figure 5. Patel, R. 2017. Chief Executive Scott Miller and Strategy Advisor Ross Patel of Volunteering New Zealand.

# NEW ZEALAND'S NEED FOR YOUNG VOLUNTEERS

## The importance of civil society

Civil society must be strong for a democracy to prevail, the economy to grow, and social problems to be resolved (McKnight, 2013). It is the social space occupied in part by associations and nonprofit organisations, it not occupied by commerce or the state. We might imagine it creates a single 'leg' of the societal three-legged stool (Fig. 6). Non-profit organisation's role and scale in New Zealand's civil society has been a by-product of a complex set of historical forces (Johns Hopkins University International Study). By understanding where we have come (as a society / nation), we can widen our perspective and appreciation of the current and future roles, scope and resourcing of our civil society. Here is a brief outline of the history of nonprofits in New Zealand from which we can start to understand the role they have played. The characteristics of the groups can be seen in Fig. 7, and a timeline of the groups can be seen in Fig. 8. During the colonial period voluntary associations helped establish order, code of conduct, faith, and charitable, social, trade and benevolent societies as well as sports clubs for the emerging communities. When New Zealand was granted dominion status, urban growth was marked, political parties began to emerge, professional groups formed organisations, women's groups coalesced, and uniformed youth groups flourished. The period of the welfare state saw the great depression and two world wars, which encouraged new formations of non-profit organisations (Tennant, 2006). The Great Depression generated new recreational and support groups, but most particularly, "it showed the limitations of religious and voluntary social services in the face of large-scale unemployment and distress, and the churches were eventually among those calling for greater state intervention" (Tennant, 2006, p. 9). During this time organisations claimed a niche in counselling and the personal social service. Social change and economic instability became dominant motifs in New Zealand from the late 1960's causing new identities and sub-identities to generate new associational forms. Fractures in the welfare state put pressure on the nonprofit sector, as did a

“The sector found itself required to assume responsibility for activities which some thought should be the domain of the government”

new emphasis on community care and deinstitutionalisation. “The sector found itself required to assume responsibility for activities which some thought should be the domain of the government” (Tennant et al., 2008, p. 19). The final period, labelled 'recent and future', is the late 20th century to the present. This period has shown “diversification, dynamism, and increasing capacity and willingness to use a collective voice to raise issues in the public domain” (Tennant, 2006, p. 11). This period has seen a growth in multicultural, environmental, disability, gay rights, human rights, peace, consumer, self-help, arts and sports groups. It is clear to see that through the formation of nonprofits, citizens have been able to provide services for their own needs during times of settling, independence, world wars, depression, social change, economic instability, deinstitutionalisation and diversification making them an integral part of our social system.

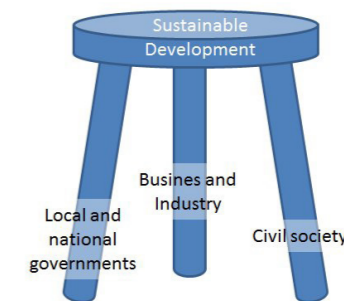


Figure 6. The societal three-legged stool.

<p><u>Taking power by making power through community action</u>  <u>A political process of "power making"</u></p>
<p><u>The characteristics that distinguished early civil society groups:</u></p>
<p>1. Small - with face-to-face knowledge of the capacities of each member</p>
<p>2. Performing their function without pay (although they may have a paid person)</p>
<p>3. Taking on the power to define problems or goals</p>
<p>4. Taking on powers to create solutions or define the actions to achieve the goals</p>
<p>5. Took on the function of implementing the proposed solution or action so that they were the producers of the outcomes of their own planning</p>

Figure 7. The characteristics of early civic groups.

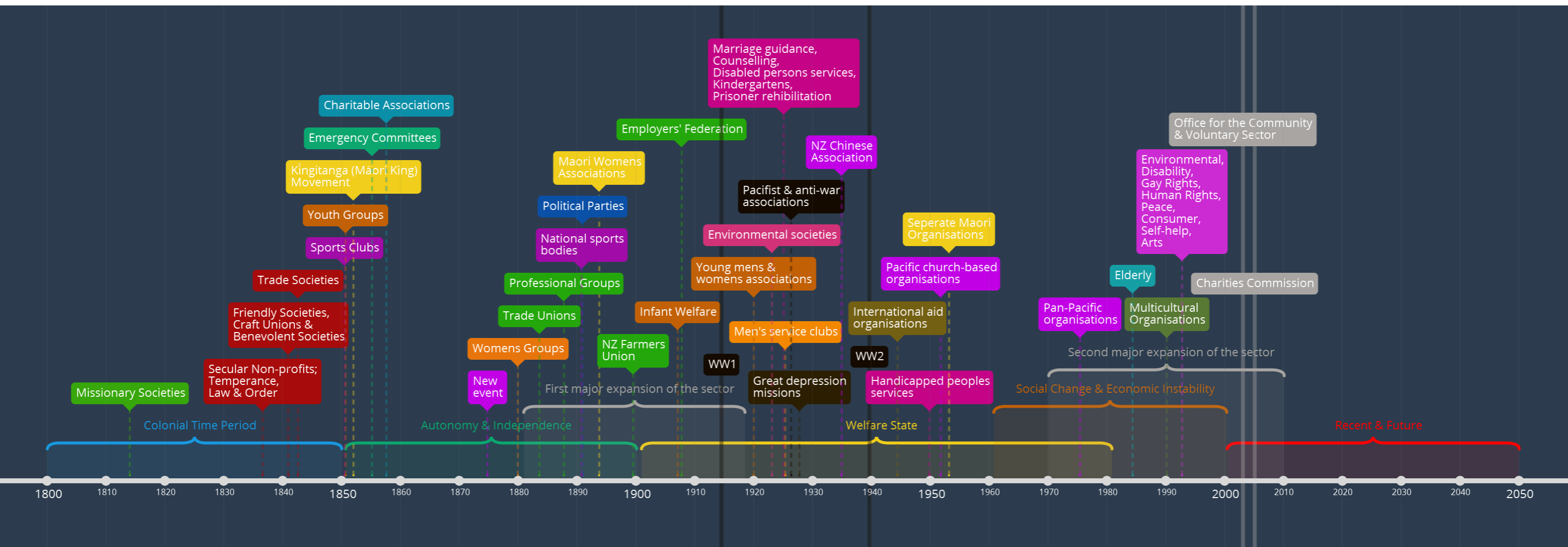


Figure 8. The timeline of the history of Nonprofit organisations in New Zealand.



## The effects of Neoliberalism on nonprofit organisations

It is worth noting in this research the implications that Neoliberalism has had on the non-profit sector since the 1980's. The New Zealand Government followed the Euro-centric system of economic liberalisation and dismantled its welfare state and privatised its government institutions. This showed its inability to provide for New Zealanders and nonprofits found themselves delivering services that were previously in the domain of the government. "As a market-driven ethos began to shape the relationship between government and the non-profit sector, purchase the services through contracts became the preferred mechanism for transferring resources from the state to nonprofit organisations" (Tennant, M. 2006, p. 14). These contracts "pushed organisations into the delivery of services and activities identified by the state, instead of determining their own priorities". "The contracting model resulted in a growing mistrust and a sense of power imbalance between the state and the sector" (Tennant, M. 2006, p. 14).

Volunteering New Zealand's Chief Executive Scott Miller in his paper 'Are NGO's double-edged swords of democracy?' raises another issue saying, "due to a decline of state power and rise in economic power associated with the economic theory of neoliberalism, NGO's are gradually becoming institutionalised to the effects of a neoliberal market society" (Miller, 2018, p.13). The new institutions become radically different in their structure, sources of authority, incentives and knowledge base (McKnight, 2013) as can be seen Fig. 10.

Associations becoming institutions and their differences:	
<u>Associations</u>	<u>Institutions (Non-for-profit corporation)</u>
Activated by the consent of each participant	Legally controlled by a few
Motivated by diverse incentives other than pay	Employees are provided paid incentives
Use the experience and knowledge of member citizens to perform their functions	Use the special knowledge of professionals and experts to perform their functions

Figure 10. The difference between associations and nonprofit institutions.

## Whether a board member or a volunteer, the powerful political role of a citizen is greatly diminished by the power of the high-scale not-for-profit institution and its managers and technicians

Another outcome from the institutionalisation is that nonprofit institutions have only two residual spaces for citizens; a governance role (board members), or a volunteer role. The volunteer has to fit into an institution role and takes the function of a paid employee but is not paid, and has neither the power to decide the problem or the solution (McKnight, 2013). "Whether a board member or a volunteer, the powerful political role of a citizen is greatly diminished by the power of the high-scale not-for-profit institution and its managers and technicians" (McKnight, 2013, p. 5). For nonprofits to retain the trust and representation of their citizens, and be a vehicle for civic participation and democracy, change is pertinent. As Srikandarajah, the Secretary General of CIVICUS, a global network of civil society organisations and activists working to strengthen citizen action and civil society around the world puts it; nonprofits "need to change: they need to be rejuvenated and re-radicalised from within. If NGO's are to reconnect with grassroots activism, they will need to challenge and reframe their relationships with donors and states. They will need to instigate fundamental shifts in leadership and organisational culture, designed to reinstate ideational logic as their driving force" (Srikandarajah, 2017).

In an interview with Scott Miller he said "There is not enough non-profits identifying opportunities for young people (they do not want to recognise them), and that is a big challenge". He further on went on to say "it requires people like Volunteering New Zealand that manages the volunteers to identify how roles can be created or supported, or nurtured or developed that enable young people that access. Without that who is leading it?"

## Volunteering is participatory democracy

There are two forms of democracy one, Voting, and two, acting. While representative democracy is the direct engagement of voters in determining the allocation and arrangements of power, participatory democracy provides citizens with alternative and augmentative means of harnessing power, supporting power or even disrupting power (Miller, 2018, p.05). Participatory democracy is where any citizen, alone or with others, directly or indirectly attempts to promote the quality of the life of others, with the purpose of influencing their community or society (Smith and Stebbins, 2016).

---

## Recruiting and retaining volunteers

Research conducted by Volunteering New Zealand, called the State of Volunteering 2015, shows that 81% of VIOs (Volunteering-Involved Organisations) find volunteers are essential to their goals, but 55% of the VIOs experience challenges in recruiting them. The most common challenge in recruitment was that "potential volunteers have too many commitments and not enough time." (Volunteering New Zealand, 2016, p. 5) Other challenges identified include: women working full time as families now require two incomes; a lack of suitable volunteers with appropriate skills; and young people having more work pressures, being more mobile, too busy, less committed, and time poor. A common theme was volunteers having a lack of commitment, passion and interest. One respondent to the study commented: "The current generation of volunteers is retiring and the next generation of potential volunteers is either too busy or feel their time is too precious." Having nearly three quarters of the sector's VIOs experiencing recruitment issues suggests that something should be done to help.

The 2015 study showed that 48% of organisations utilising over one hundred volunteers experience challenges in retaining their volunteers. The most common reason cited for people leaving volunteer roles was time constraints. Other reasons were: young people being too busy, older people experiencing poor health, aging, and lack of motivation and commitment, people relocating, poor volunteer management, lack of recognition and an inability to achieve goals. Training requirements and government regulations also have a negative effect on retaining volunteers.

## A need for young volunteers

The most common theme seen in both the 2015 and 2016 studies was that "the majority of volunteers are older and there aren't enough young people stepping up." (Fig. 11) (Volunteering New Zealand, 2017, p. 26) Additional to this was the idea that volunteers increasing expect or require some form of incentive as a reward for their service, and more information about volunteering would help with recruitment. On a positive note, some organisations witnessed an increase in volunteers achieved through online promotion, and some noted a rise in young people volunteering as a means to gaining work experience.

---

The majority of  
volunteers are  
older and there  
aren't enough  
young people  
stepping up.

*Figure 11. Volunteering New Zealand. 2017a. Comments on the state of volunteering.*

*Figure 12. Volunteering New Zealand. 2017a. Comments on the state of volunteering.*

## The big reduction

In March 2016 Statistics New Zealand released figures showing the number of hours contributed to volunteering had dropped by 42% from 2004-2013. Following this revelation, the Hon. Jo Goodhew (then Minister for the Community and Voluntary Sector) asked that the department convene a group to investigate. The result was a report called 'Overview paper on the state of volunteering in New Zealand'. The report discussed all the issues mentioned above and recommended that the following "proactive actions" be made:

*Figure 13. Volunteering New Zealand. 2017b. Proactive actions to be explored to increase volunteering hours.*

In my opinion, these actions make sense, but I would include one additional action to help the areas of recruitment, retainment, resources and youth engagement: Contract a service designer to inspect the whole situation and apply design research that contributes to a feasible and sustainable solution. This research aims to demonstrate this process and examine the possible and ideal outcomes.

# Research aim and importance

## Aim

This research sets out to examine how design can be used to attract and empower young New Zealanders to volunteer with local non-profit organisations.

## Importance

In an age where governments are unable to invest in the needs of people, the importance of nonprofit organisations that are established and run by citizens themselves, is very high. We must make sure that these organisations are well supported and resourced with volunteers so they continue to run and continue to be a vehicle for democracy.

Volunteering can increase happiness, life satisfaction, self-esteem, mastery, physical health and can reduce depression (Piliavin & Siegl, 2007). This is another reason to conduct this research, to help increase the overall well being of young New Zealanders.

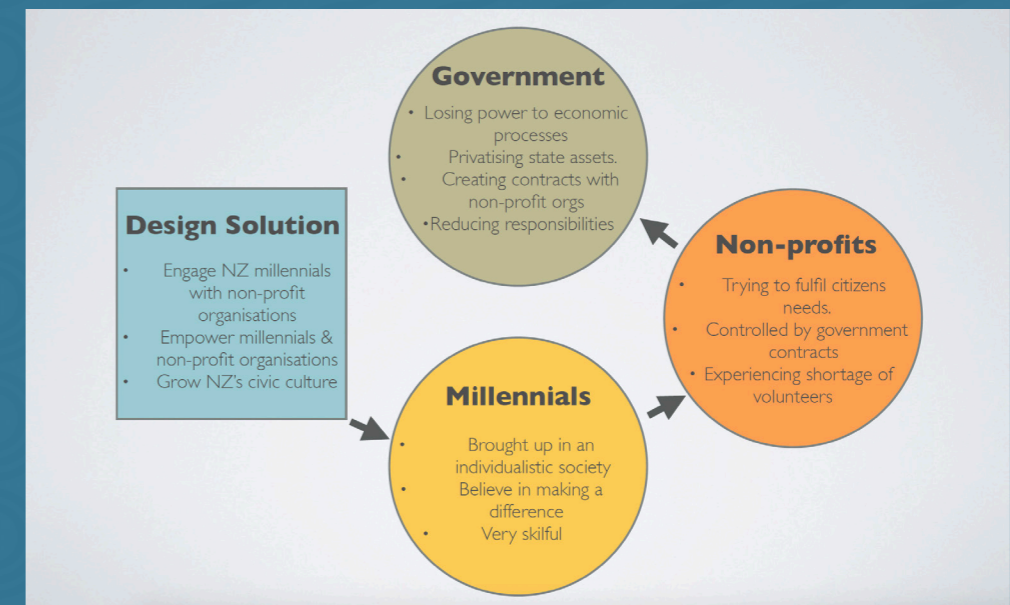


Figure 14. How the design solution can connect young New Zealanders to nonprofit organisations to help shape New Zealand.

# The ecosystem

To better understand the complexities of the problem, I felt the need to do secondary research to examine the greater context in which the design research is situated. Below are two diagrams showing an ecosystem of context and an ecosystem of theories around this topic. My process was to read articles and books and watch documentaries on the subject, then create mind maps of key learnings from each source. These mind maps became a great tool for extracting relevant facts and theories to inform this research. I could then create a document of key issues faced in each area relating to the research topic.

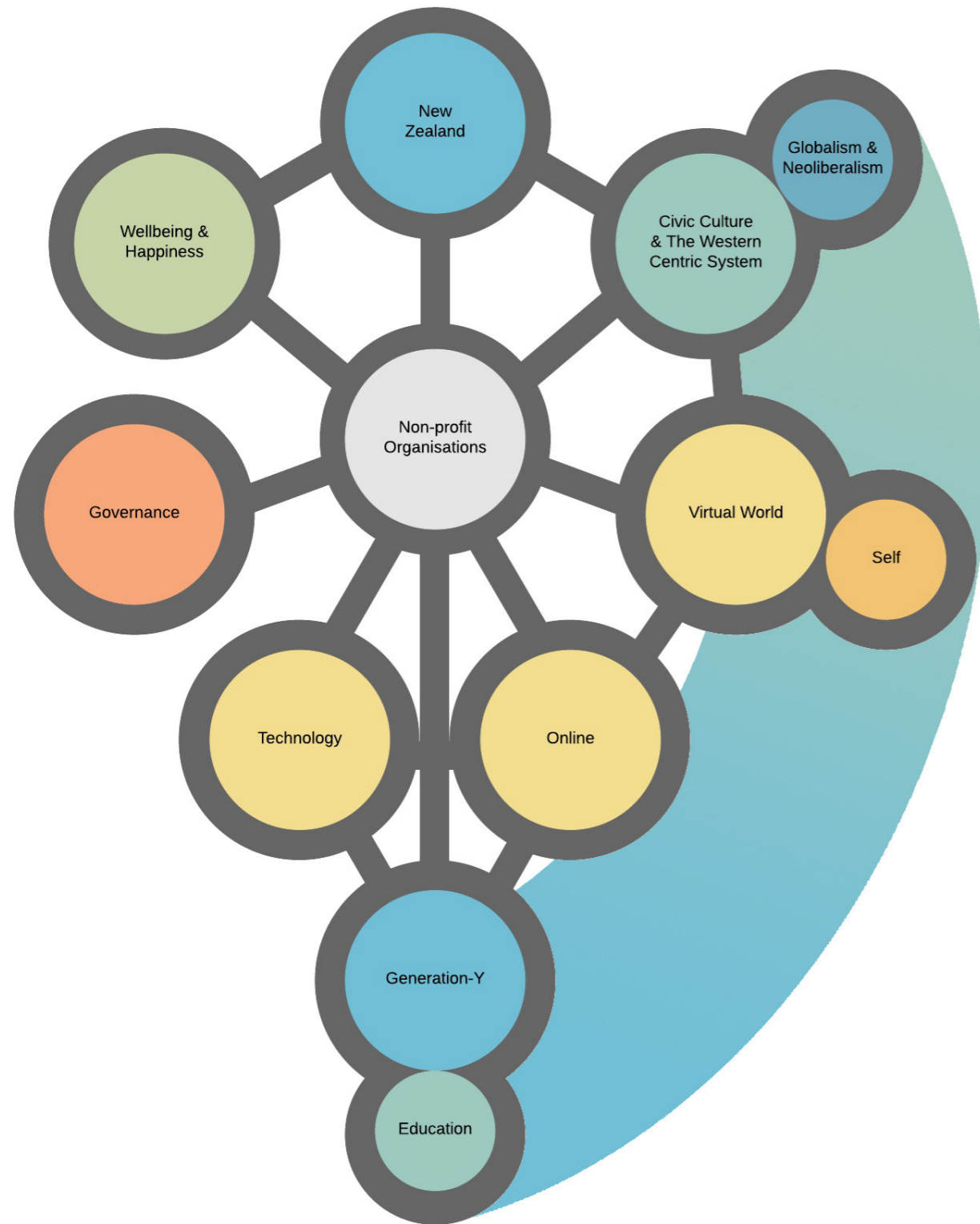


Figure 15. The context ecosystem for the research project.



Figure 16. The theory ecosystem for the research project.

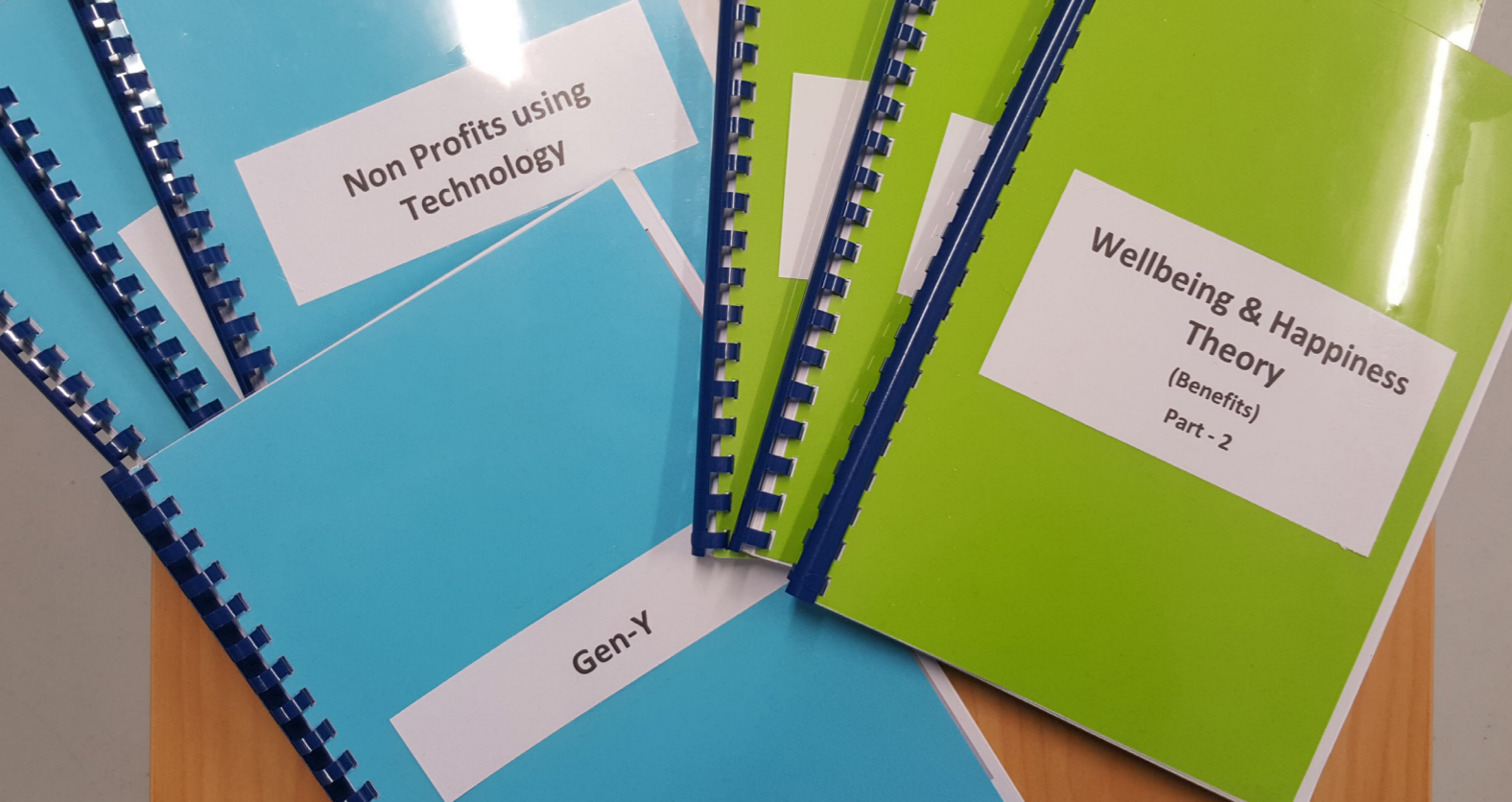


Figure 17. Books of research papers from the ecosystem.

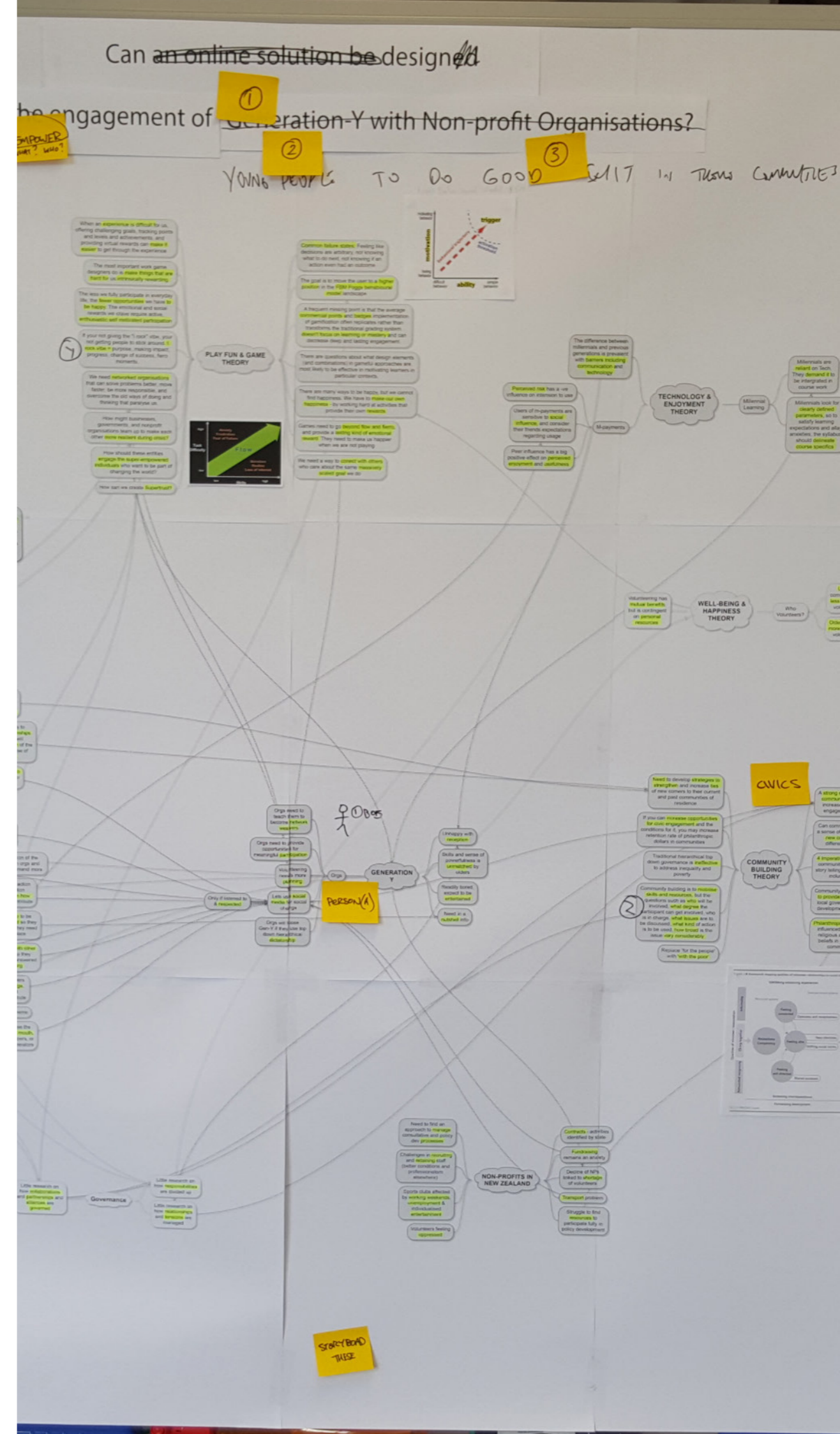


Figure 18. An example of a research mind map.

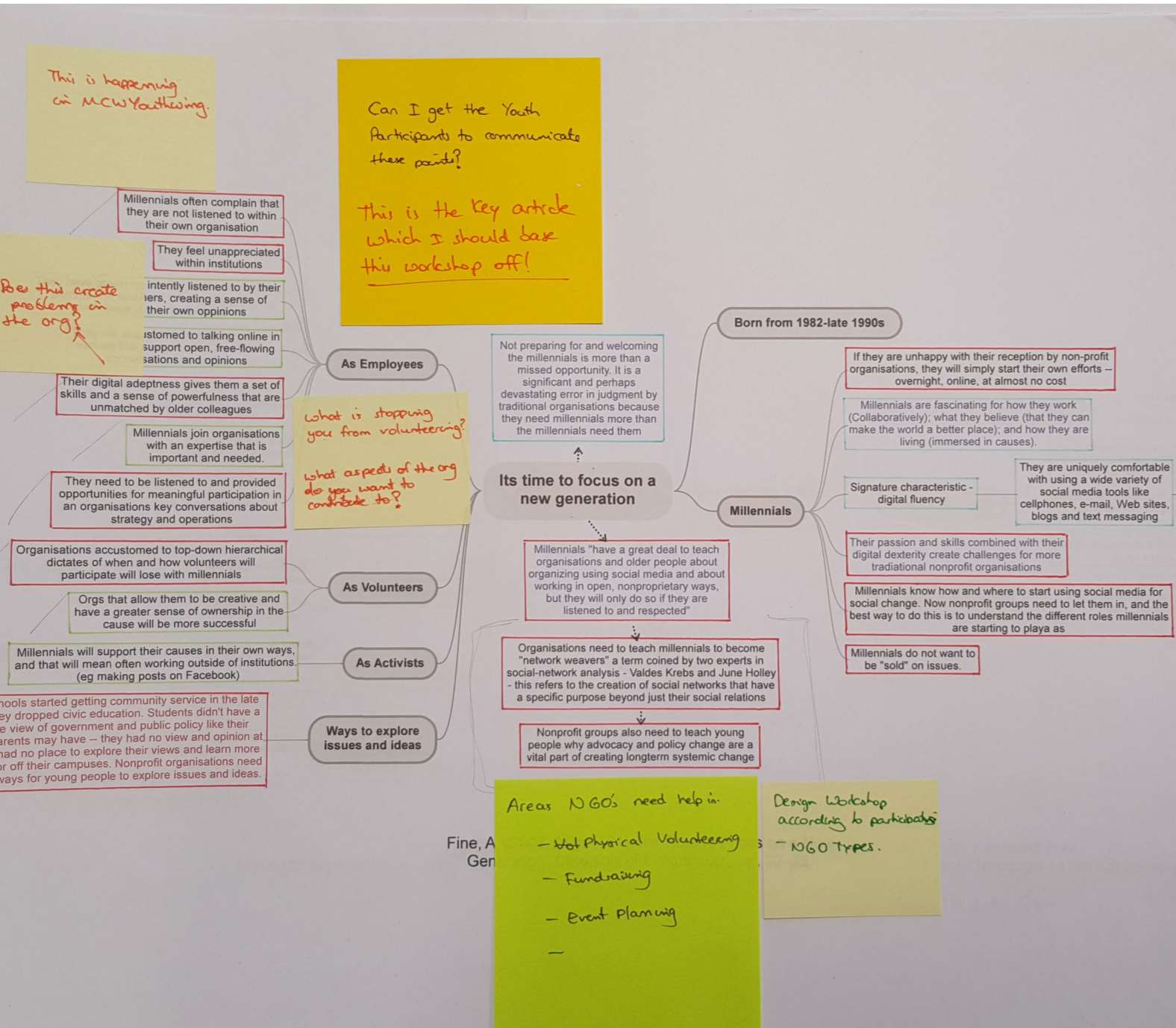


Figure 19. A map of all the issues identified within the ecosystem.

---

## Using design

"Design practice is now moving from a focus on the making of stuff to a focus on making stuff for people in the context of their lives." (Sanders, 2013, p.1)

As a designer, the approach I take to solving a problem is to use human centred design, the five-stage design research process, generative design research and co-design. The use of these methodologies makes me an experience and service designer, with a participatory mind-set.

### Human centred design and generative design research

"Human-centred design offers problem solvers of any stripe a chance to design with communities, to deeply understand the people they're looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people's actual needs." (IDEO.org, 2015, p. 9) It is about stepping into other people's shoes, to understand their lives, and solve problems from their perspective. Within the landscape of design research (Fig. 20), human-centred design sits within the generative design research area in the top right corner which indicates the research is more design-led than research-led and involves the participation of the people being served to ensure their needs and dreams for the future are met (Sanders & Stappers, 2012).

## Design thinking

Design thinking is a methodology that provides a solution based approach to solving problems. The term 'design thinking' is ambiguous at best, but throughout my research it means design research processes. "It's extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, by reframing the problem in human centric ways, by creating many ideas in brainstorming sessions, and by adopting a hands-on approach and prototyping and testing." ('5 Stages in the Design Thinking Process', n.d.) The design thinking process which I have used for this research is the five-stage model proposed by the Hasso-Plattner Institute of Design at Stanford commonly known as the d.school. The stages are: empathise, define, ideate, prototype and test.

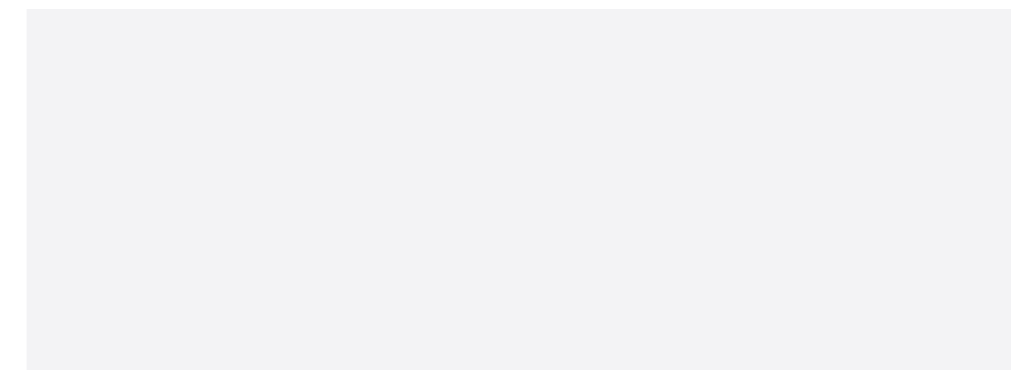
To visualise the design thinking process more clearly, I use the Double Diamond pattern described by the Design Council in the United Kingdom (Fig. 22). During the creative process "a number of possible ideas are created ('divergent thinking') before refining and narrowing down to the best idea ('convergent thinking'), and this can be represented by a diamond shape. The double diamond indicates that this happens twice — once to confirm the problem definition and once to create the solution." ('The Design Process: What is the Double Diamond? | Design Council', n.d.) One of the greatest mistakes which can often be seen in design processes is missing the first diamond all together and solving the wrong problem. The Design Council uses the headings discover, define, design and deliver, but in this research I am using empathise, define, ideate, prototype and test.

## Co-design

Co-design is the "creativity of both designers and people not trained in design working together in the design development process." (Sanders & Stappers, 2012, p. 25) Fig. 21, shows the traditional design process versus the co-design process. In the traditional process the user is a passive object of study, the researcher brings and creates knowledge, and the designer receives the knowledge as a report and adds an understanding of technology and creative thinking to generate ideas and concepts. In the co-design process the user is given the position of the expert and plays a large role

in knowledge development, idea generation and concept development. The researcher and designer support and provide the tools for ideation and development (Sanders & Stappers, 2012). In many cases, as in this case, the designer and researcher may be the same person. Co-design with non-profit organisation representatives and university students has been used throughout the research process.

*Figure 20. Sanders & Stappers. 2012. The design research map.*



*Figure 21. Sanders & Stappers. 2012. The roles of the researcher, designer and user change in the transition from the traditional design process to the co-design process.*

# User Centered Design Co-design Process

## EMPATHISE

RESEARCH  
Contextual / Behaviour

Discover phase consists of discovery meetings needed to gather requirements for design to begin.

Research = identify the problem, understand business requirements, discover user needs



Researcher Ross

## DEFINE

INSIGHT  
Interpret / Understand

Define phase exist to synthesise ideas and solutions gathered and discovery in order to define design actionable items.

Define / plan = prioritise features, visualise the flow + information architecture framework



Facilitator Ross



Non-profits Millennials



## IDEATE & PROTOTYPE

CONCEPT DESIGN  
Ideate/ Iterate

Design phase consists of the designer iterating and reviewing iterations accordingly. Any user testing would be implemented here accordingly as well

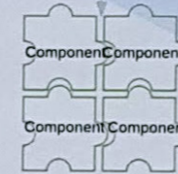
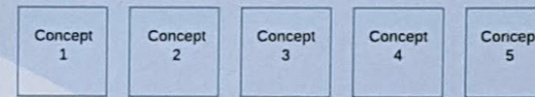
Design = quickly ideate using sketches + wireframes; develop the UI + visual language

Prototype = produce a low-fidelity clickable prototype for testing

Test = validate or find problems in proposed functionality; experiment + iterate to improve



Designer Ross



## TEST

DELIVER & ANALYSE

DELIVER  
The Experience

Checking that what was actually built matches design goals, styles and approved mocks changes are documented in backlog future sprints

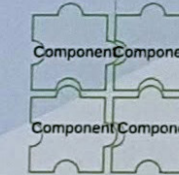
Deliver = create a well documented, proposed solution that meets user and business goals



Facilitator Ross



Non-profits Millennials



### Research & Vision:

- Project objectives
- Business goals
- Success criteria
- User information
- Design task requirements
- Technical constraints

### The Scene

- Direct Observations
- Field Research
- Ecosystem map
- Market Analysis - Do I have to prove this need?
- Benchmark Analysis
- Competitive audit
- Content audit
- Market Trends
- Metrics - Statistical Analysis

### The People

- User surveys
- User interviews / focus groups
- Personas
- Stakeholder interviews
- Organisational Research
- Affinity diagrams
- Task analysis
- Experience Maps

### Sumarising

- Brainstorming - Whiteboarding, Sketches
- Empathise

### Analysis:

- Business metrics
- Product flow
- User experience
- Information architecture
- Feature Capabilities
- User and Stakeholder research
- Functional requirements definition

### The People

- Stakeholder interviews
- Focus groups
- Contextual inquiries
- User stories, Cases, Scenarios
- Storyboards, User Flows, Scenarios
- User journey map
- User experience map
- Define User Behaviours & illustrate interactions
- Field research

### The Product

- Usability goals
- Content Classification
- Value proposition
- Card sorting - my common links
- KPI's Key performance indicators
- Concept maps
- Taxonomies
- Sitemap
- Technological restrictions

### Design: Ideate > Test > Prototype:

- Layout design
- Interaction design
- Motion design
- Visual design

### Concepts:

- Moodboards
- Personas - bring back personas
- Card sorting
- User scenarios
- Sketches
- Define structure
- Define scope
- Define process flow
- User flows \* Journey Map
- Interactions
- Content Strategy - Voice
- Design Patterns
- Art Direction - Mockups
- Style tiles
- Design Language
- Functional Specifications
- Develop functions

### Prototypes:

- Wireframes
- Paper prototyping
- Rapid prototype
- Lo-Fi Hi-Fi

### Information Architecture:

### Build/Code & Deploy:

Working product

### For Developer:

- Structural markup
- Dynamic markup
- Scripts
- Style Sheets
- Graphic elements
- Pattern library
- Style guide

### For Client

- Clickable prototype
- Presentation
- Documentation
- Developer specs
- Retrospective
- Case study

### Learn, Measure:

- Business metrics
- Web analytics
- User feedback
- Bug reports

### Validation:

- Walkthroughs
- Acceptance testing
- Usability Testing
- Quality assurance testing

Figure 22. Defining the research process and techniques with the double diamond.

EXEGESIS

# BEGINNING THE 5-STAGE DESIGN THINKING PROCESS

## Empathising

The first stage of the design thinking process is to gain an empathic understanding of the problem. "This involves consulting experts to find out more about the area of concern through observing, engaging and empathizing with people to understand their experiences and motivations, as well as immersing yourself in the physical environment to have a deeper personal understanding of the issues involved." ('5 Stages in the Design Thinking Process', n.d.)

### Immersing myself

#### Welcome to a nonprofit

Empathising with: Scarce resources | Lack of process and procedures | Volunteer management | Volunteer wellbeing.

In India, in the year 2013, I got a great insight into the intricacies of how a nonprofit organisation operates. Entering as a professional designer, and seeing the other volunteers in the department who did not have marketing or media skills made me realise many organisations do not have the proper resources and expertise which they require. I quickly became frustrated with having no team meetings, no planning, no budgets, and no communication with the organisation's managers. At the age of 23 I felt I needed to organise the whole organisation. I also observed the management did not give the department the importance and appreciation it needed. I soon realised the big task of managing volunteers. The organisation utilised hundreds of volunteers, many aged 18-35 like myself, so I was able to see how they were managed across the many areas shown in Fig. 23. The volunteers worked in the main offices, hospitals, education institute, and the compound's cafes, dining hall, and in house-keeping whilst living on site.



Figure 23. The different areas to consider when managing volunteers.

During the eighteen months I spent working with the organisation in India, my health deteriorated: I lost eight kilograms in the first three months due to the change in diet, the heat and lifestyle, and depression crept in from a death and not having the support I needed around me. This made me realise how important it is for organisations to be aware of their young volunteers' wellbeing. This autoethnographic reflection of my experience as one of many young volunteers at the organisation inspired me through empathy prior to this design process being initiated. From this point onwards I used primary research.

#### Generation gaps

Empathising with: Lack of engaging experiences | Generation gaps | Bad communication | No mentorship | Use of Facebook | Effective storytelling.

The Multicultural Council of Wellington (MCW) have tried many times to draw youth into their organisation, with no success. If any young person goes to MCW's monthly meeting they will surely leave disappointed with their experience. Who wants to sit in one seat and listen to old people going over organisation 'formalities' on a Tuesday night? In 2016 the president gathered a group of youth together, and, with the assistance of Wellington Mayor Justin Lester, at MCW's Christmas dinner, inaugurated a separate 'Youth Wing'. I was part of this youth wing. We were allowed to create and work on our own projects, and we used Facebook Messenger to communicate and organise our meetings. Our progress came to a stand-still after three months for several reasons: a generation gap causing communication problems between the main council and ourselves, a lack of mentorship from the main council, and a disagreement about opening an account to fund our projects. This drove all the youth-wing members away.

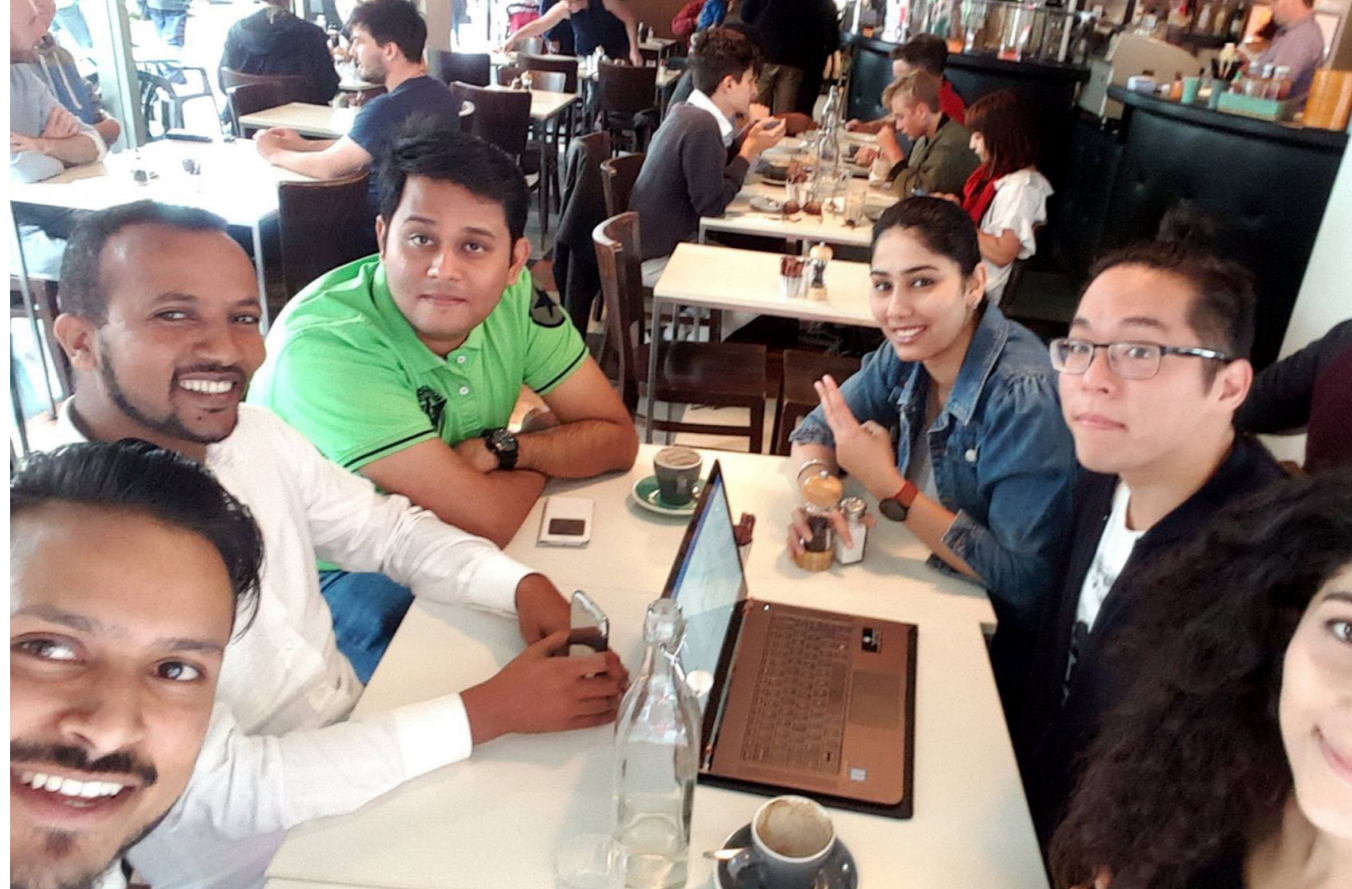


Figure 23. The first MCW Youth Wing during their monthly meeting.

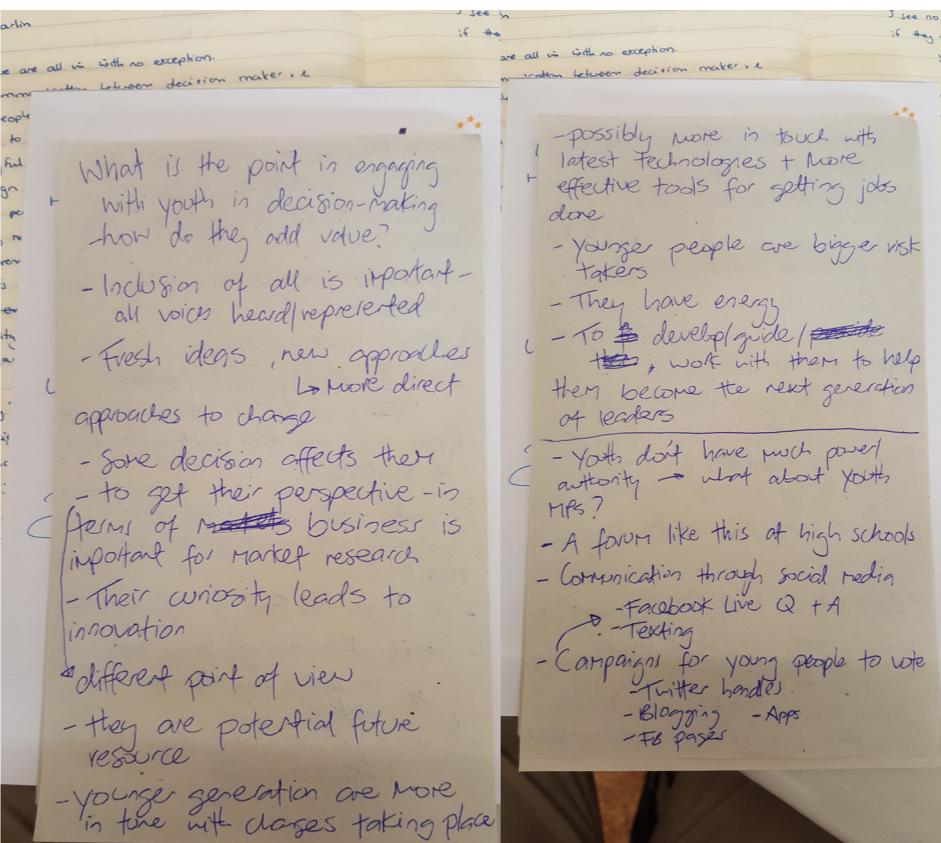
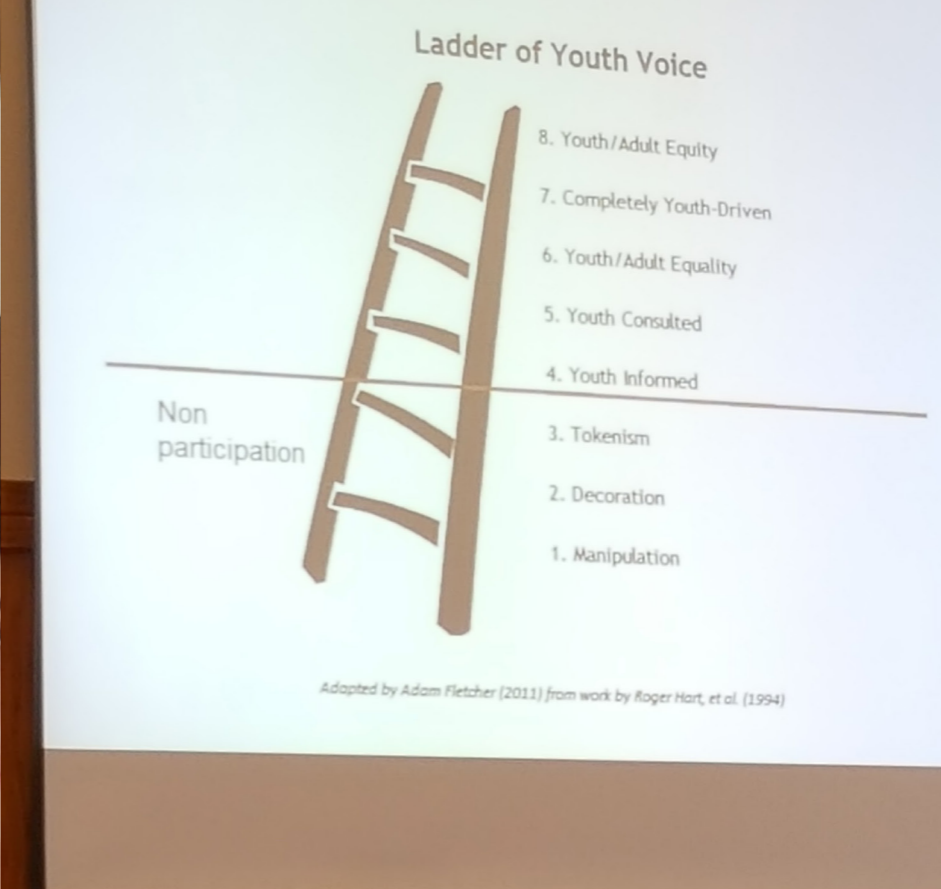
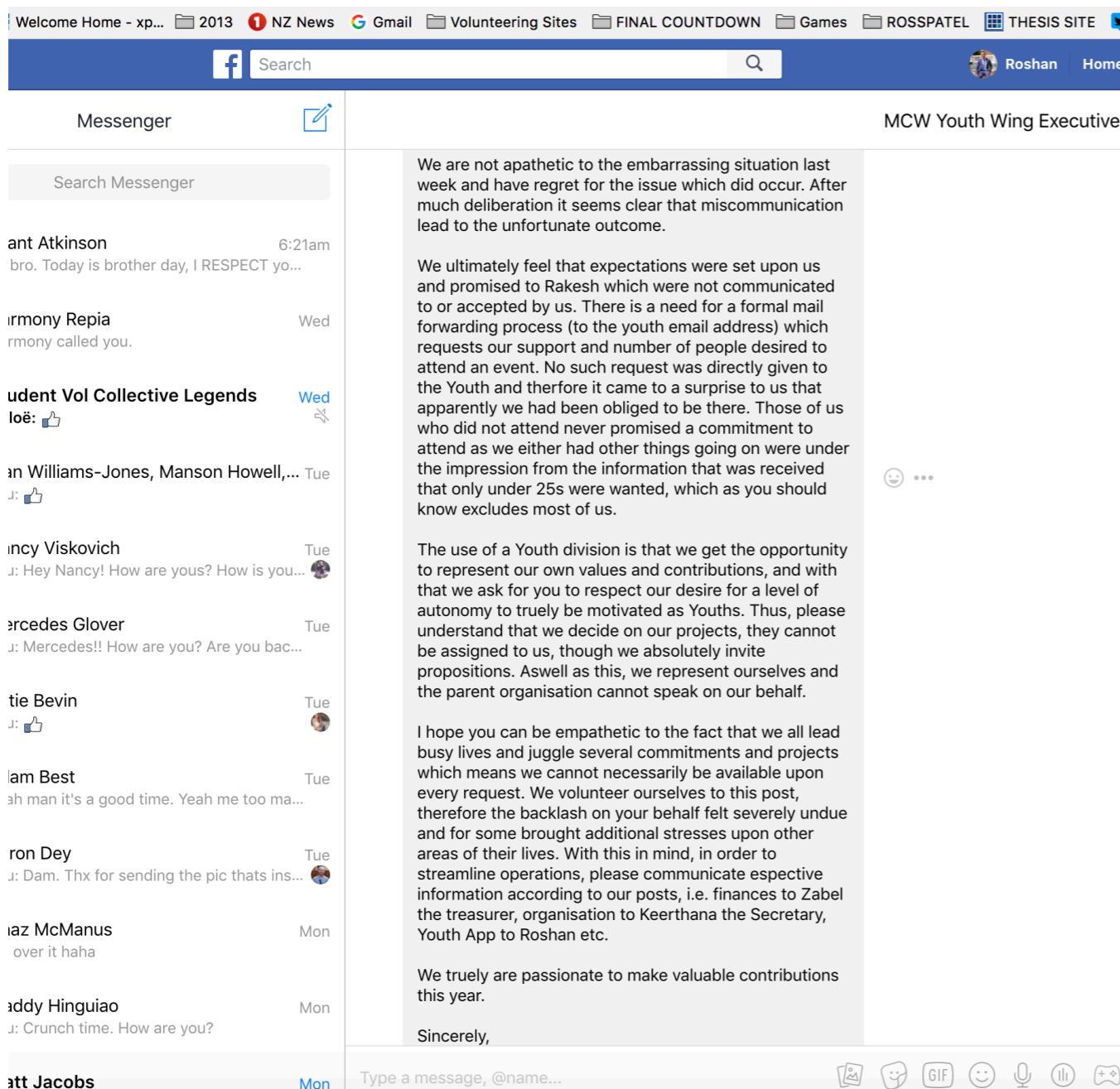
Figure 25. A draft dispute letter from the MCW Youth Wing to the MCW President.

Figure 26. Victoria Rhodes-Carlin speaking at the Multicultural Youth Forum on empowering innovative thinking and decision making.

Figure 27. Mayor Justin Leister opening the Multicultural Youth Forum by sharing the City Council's vision for Wellington's future.

Figure 28. Notes taken on civic youth engagement by a young New Zealander at the Multicultural Forum.

Figure 29. Young attendees at the Multicultural Forum.



Presentation slides I made for MCW to inform them about the new Youth Collective.

Figure 30. The new MCW Youth Collective at their montly meeting at Wellington City Council.



# Understanding Us + The 5 w's

## Our Skills

- |                     |                    |                            |
|---------------------|--------------------|----------------------------|
| Audit & Accounting  | Social Media       | Events Organisation        |
| Website Development | Project Management | Business Presentation      |
| Teaching Children   | Business Analysis  | Workshop Facilitation      |
| Organisation        | Testing            | Creating Project Proposals |
| Digital Marketing   | Influencer         | Economics                  |
| Web & App Design    | Hosting            | Customer Service           |
| Strong Rapport      | Graphic Design     | Martial Arts & Football    |

Figure 31. The skills of all of the youth in the collective which they want to apply in volunteering.

## What we want to get out of the MCW Youth Collective?

- |  |   |
|--|---|
| 01   Knowledge of other cultures & backgrounds                           | 07   Help people to do more activities  |
| 02   Networking - The opportunity to meet new people & build connections | 08   Teamwork                           |
| 03   Trying out different projects                                       | 09   Collaboration                      |
| 04   Becoming more socially connected to others                          | 10   References                         |
| 05   Broaden our horizons  | 11   New Skills                         |
| 06   Advance our communication skills                                    | 12   Project Involvement                |
|  | 13   Social Recognition                 |
|  | 14   Job opportunities - recruitment    |
|  | 15   To have fun                        |
|  | 16   Opportunity to help others in need |
|  | 17   Build public speaking skills       |
|  | 18   Engagement with higher authorities |

Figure 32. The benefits which the youth would like to get out of volunteering for MCW.

## Project Ideas

**Collaborating with organisations so that youth can get project involvement**

Collaborate with other organisations and help them out with project they are working on - We could bring our multicultural knowledge.

**Regular meet-ups / volunteering & activities around Wellington**

As a collective we can get together for informal meet-ups. We can also help other communities and / or organisations.

**Link with a big youth group and collaborate to organise a big event**

Would we like to see a large multicultural youth event held in Wellington? We could partner with other youth groups for this.

Figure 33. Project Ideas which the MCW Youth Collective have thought of on their own.



Figure 34. MCW Youth Collective's eat, meet and greet evening.

Figure 35. MCW Youth Collectives brainstorming session on what they would like to do.



I have now become MCW's youth executive to lead a strategy to welcome and engage youth. In August 2017, MCW hosted a Multicultural Forum to address the question, "How can our increasingly diverse young leaders be empowered to add real value to Wellington's future?" opened by Justin Leister. I arranged for an invitation to be extended to any youth that would like to join MCW. Twenty two youth showed enthusiasm and gave me their email addresses. With this group I have concentrated on effective storytelling when explaining the benefits of getting involved, and providing engaging and meaningful interactive experiences. Facebook has remained as the tool we use to organise our meetings and share information.

#### [Listening to the organisations](#)

Empathising with: Student Volunteer Week | Student encouragement | Promotional event | Volunteer database | Roles matching passions | Relationship management | Healthy culture | Trello.

Recently at Volunteering New Zealand (VNZ), where I am the strategic advisor, I have been working on a stakeholder engagement strategy which has involved getting feedback on our services from our stakeholders through a stakeholder survey. One request we received was to provide more ideas to encourage students to get involved. Currently the only service we provide targeted at young people is our Student Volunteer Week (SVW) campaign. Paradoxically, our survey results showed that only 36% of our stakeholders celebrate SVW. Some responses to the question 'What could VNZ do better?' were: create a national volunteer database, host yearly collaborative events to promote organisations, hold workshops on relational management, and do more for certain parts of the sector like conservation and sport. The most important work stream the stakeholders felt VNZ provided was developing and offering new and innovative approaches to volunteering best practices. I feel this research can provide a solution to encourage young New Zealanders to volunteer, and possibly touch on the other aspects raised as well.

Students have the knowledge, ability and interest to be civically engaged with organisations, although they do have expectations for processes to be online.

Volunteering NZ utilizes many volunteers and interns (often students) itself for marketing, communications and finance tasks. From my experience working at VNZ, I can say it is a good example of an organisation that knows how to treat its volunteers well. A healthy culture is maintained where the volunteers feel as though they belong, matter, and are making a difference. The chief executive and general manager take time to understand what each volunteer would like to get out of their experience, and then mentor them to develop their skills with the right opportunities. At VNZ we use Trello, a fun, flexible, and rewarding way to organise and prioritise tasks and projects which also helps in maintain the healthy culture. Everyone can see each other's tasks, so it gives a sense of belonging, responsibility and accomplishment when tasks are completed. I feel tools like Trello can help organisations a lot, especially when engaging younger people.

#### [Students running organisations](#)

Empathising with: Students volunteering | Students running clubs | Streamlining processes online.

Student clubs are like organisations, providing support, fellowship and fun, and there are thousands of students in universities voluntarily forming and running them. I once worked as a Clubs-Coordinator at Massey University helping students form and manage academic societies, cultural, faith and social action groups, sports and recreation clubs, and art, media and performance clubs. In my role I facilitated a workshop on club management and made a clubs handbook for the students. Though this work I realised the students were learning how to run organisations. Another project we worked on was redesigning the clubs website to streamline registration and grant application processes for the students. This eliminated paperwork, providing flexibility and autonomy for the students. Through this job I realised students have the knowledge, ability and interest to be civically engaged with organisations, although they do have expectations for processes to be online.



Figure 36. The content of the clubs handbook.

The demand for online infrastructure

Empathising with: Infrastructure to contribute online | Ageism | Inclusiveness | Feeling valued.

Rangitahi from all over the North Island gathered for a PALMS (peaceful action leadership movement) symposium, organised by E Tu Whanau last July, to build the Aotearoa they and their whanau want to live in, and their ideas were very insightful for this research. The symposium consisted of three workshops, the last asking the youth to come up with an action plan for how they can continue to shape Aotearoa. I was a facilitator for one of the ten groups. It was warming to hear my group say that they wanted an Aotearoa where youth voices were prominent and valued, where ageism was removed and inclusiveness was increased. When devising their action plan, they voiced concerns that they did not know what New Zealand's Youth MPs were doing, so they came up with an online political platform where youth can participate in discussions, and key matters can be taken forward to government by the Youth MPs (Fig. 42). This experience taught me that youth are civic minded and are asking for online infrastructure to participate civically and have their voices heard.



Figure 37. The attendees of the E Tu Whanau PALMS Symposium 2017.

Figure 38. The group I facilitated at the E Tu Whanau Symposium 2017.

Figure 39. Work shop notes from the youth at the E Tu Whanau Symposium 2017.

Figure 40. Youth creating their action plan to help lead and create the future they want.



A new Prime Minister/new Party/no National/different party that can work with community	Future looks like what we are doing right now, positive communication	Youth in the Government – Youth Party “by the youth, for the youth” – 18 – 35-year olds, incorporated views of younger people with opportunities for younger to have a voice.
Space to feel/be important and use it	Encourage whakamana (Empowerment)	Look at ourselves, better ourselves make it a part of our self and show people, like Michael Jackson “Man in the Mirror”
Can't show love to other people unless you love yourself, so could reflect on self eg. every Life	Create opportunities like this	We are here to make a change now. Understand what you want, make opportunity to bring people together and listen then take to Wellington (government)
Opportunities to come together	Awareness raising, people need to realise	At the end of the day it is people themselves that can make a change
Need to come together	People need to learn to put walls down and wash away labels and connect	Leaders in the future to learn to know when they are wrong, learn to listen
Let youth take charge when there are issues that leaders don't know or understand	Youth councils – not much influences change, youth rep from each region, like a Rangatahi MP to voice what Rangatahi want/their voice gets taken to politics	Live in digital age. What if we had a space online for people to vote on things that affect them. Access to opinions online. Promotion of digital space for Rangatahi

Figure 41. The rangitahi's action planning for the future.

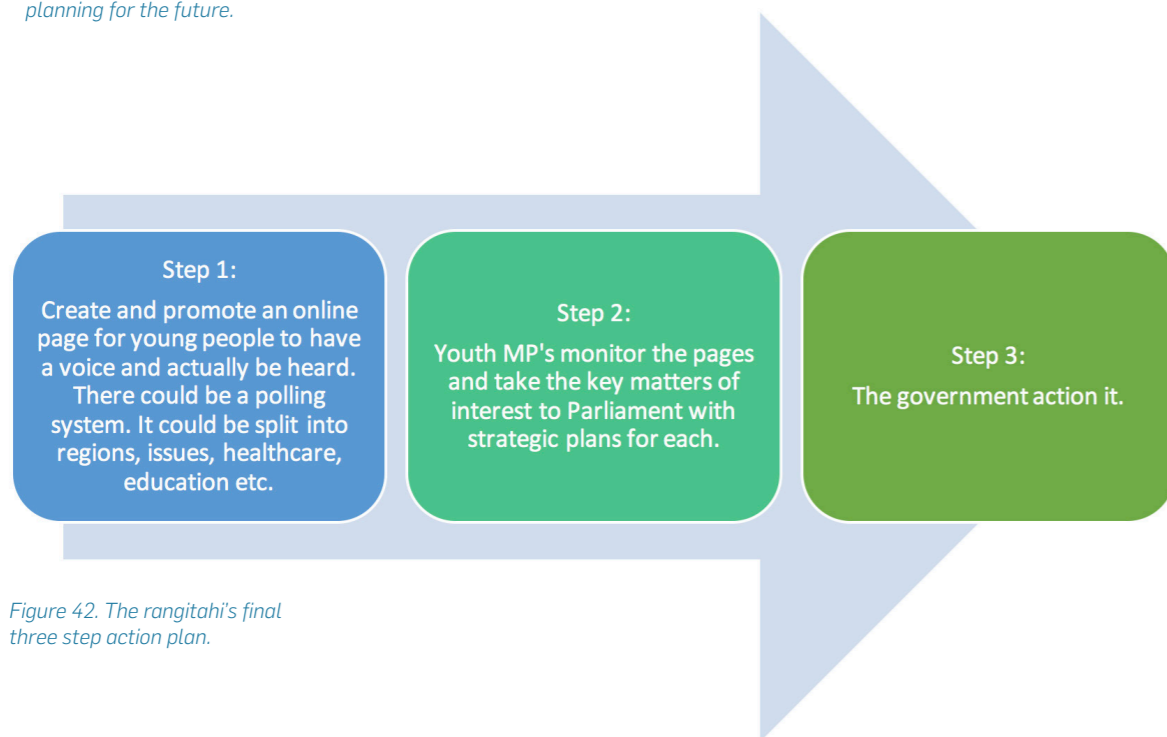


Figure 42. The rangitahi's final three step action plan.

EXEGESIS

METHODOLOGY

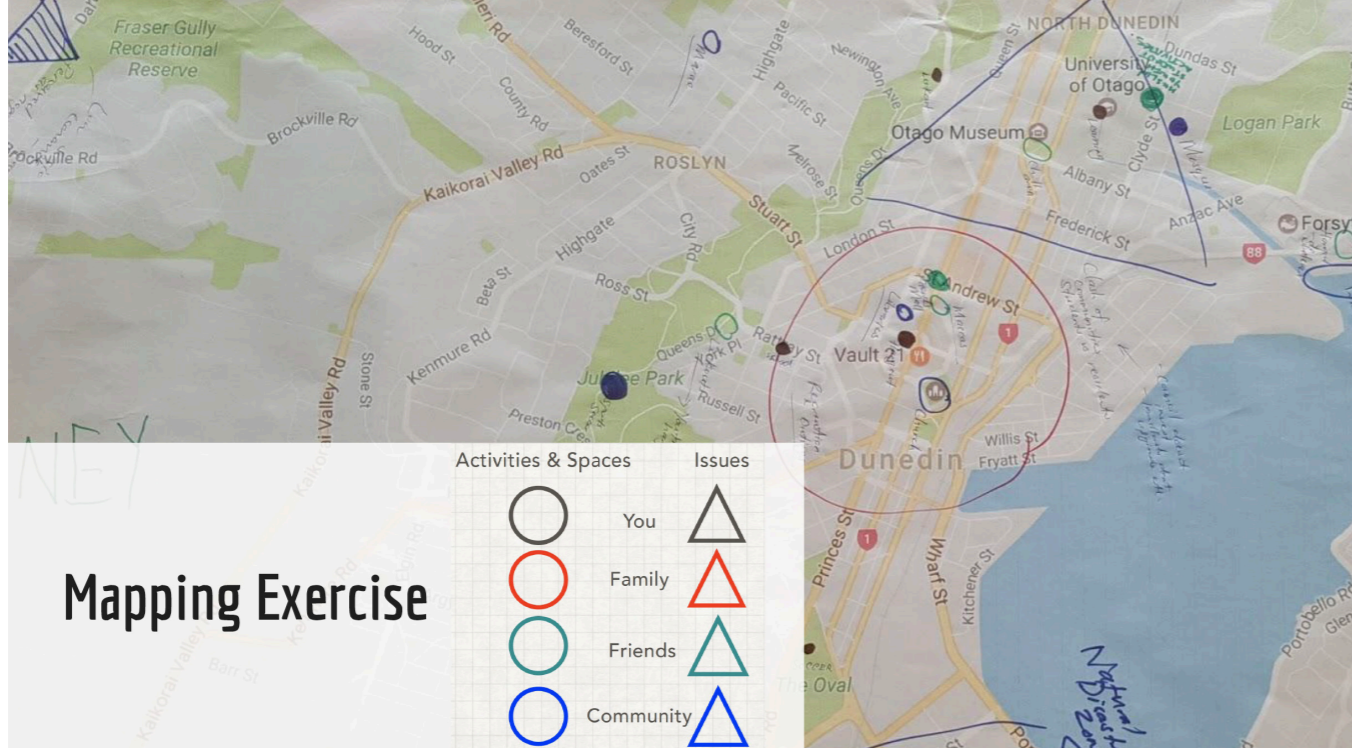
Engagement designed by youth

Empathising with: How youth want to engage with social services | Co-creation | Youth want a volunteering feature in their youth app.

Youth Aotea-Reo (YA-Reo) is a co-creation project, involving youth from 11 cities in New Zealand, to transform a 'youth resource kit' pdf into an app to make the information more accessible. The app will be a place for youth to connect to any social service they may need, and also any opportunities or events in their community. Eleven interactive workshops were conducted across the country by myself and two others where we asked the youth to come up with the features they would like in the app. Some of the popular app features the youth asked for are in Fig. 43. Through this experience I learnt that youth prefer to see where services and events are through a proximity map; they want to directly communicate with services via online chat; they want a mentoring feature, a job feature (for roles that require no prior experience), and, surprisingly, a volunteering feature. This engagement with the youth was very insightful for this research.

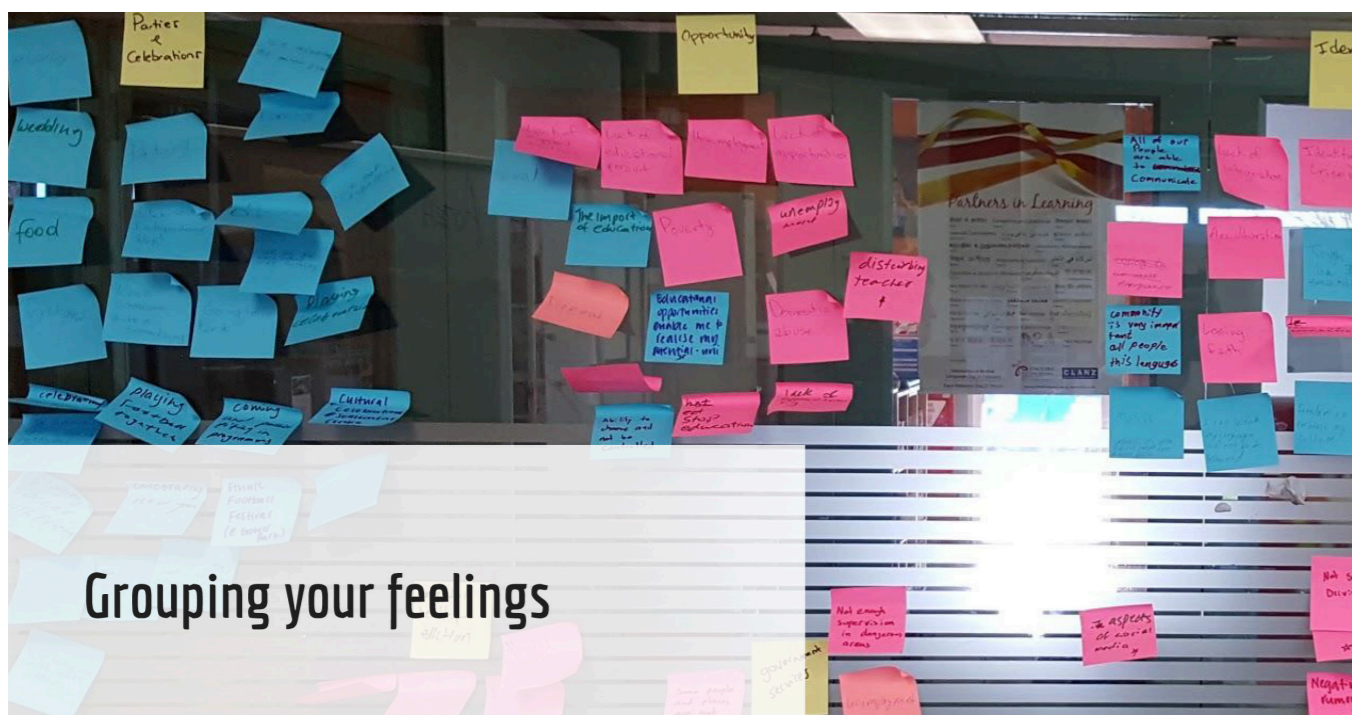
Live Chat connecting you to organisations	Proximity Map: - Mapping service locations - Mapping events - Interactive	Groups to connect with - seeking community
Group Chats - Find friends, open and private groups	Find people with the same interests	Event organising feature
A "what's on" Calendar with community events and activities	Checklists of places to see	Mentoring Feature
Jobs Feature: - To Connect youth to employers - Advertising - Interviews	Volunteering Feature: - To Show available roles - Connect youth volunteers to community organisations	

Figure 43. Popular app features devised by the youth at the Youth Aotea-Reo workshops in 2017.



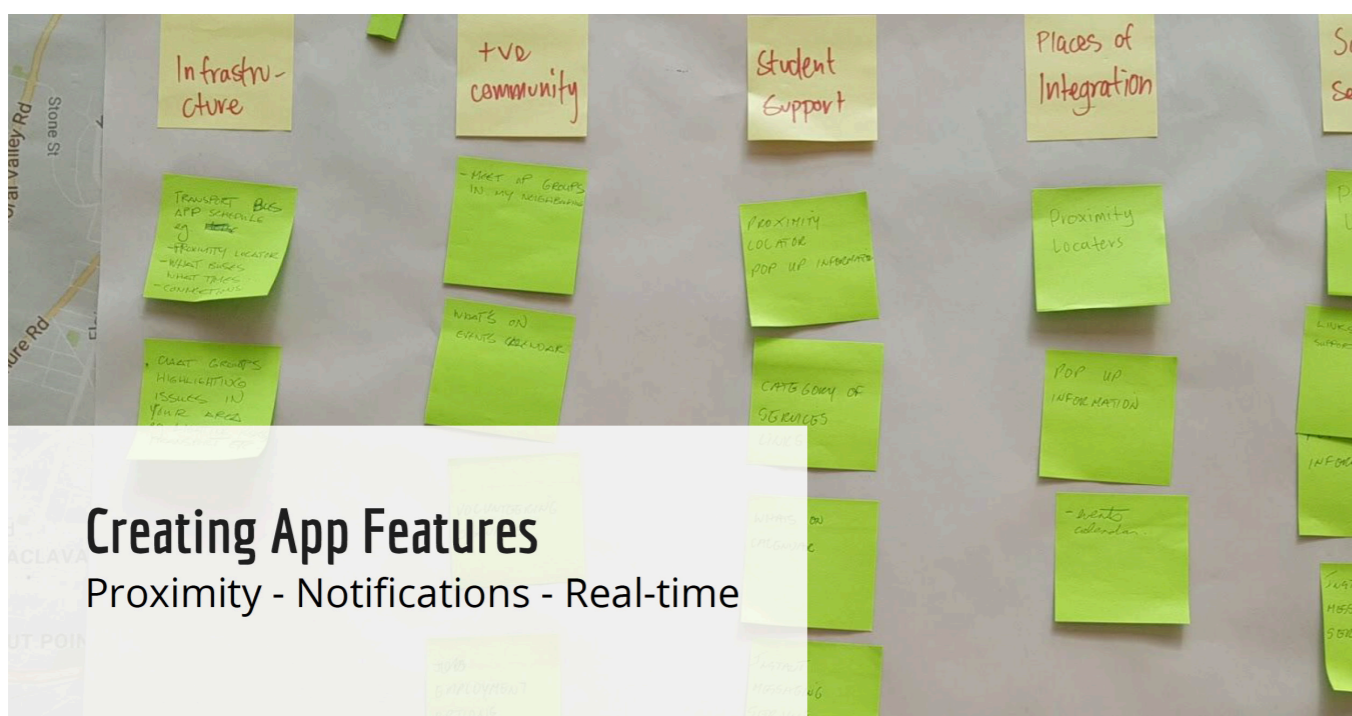
Left. Figure 44. Youth Aotea-Reo Workshop - Mapping opportunities and issues.

Right. Figure 45. Youth Aotea-Reo Dunedin Workshop



Left. Figure 46. Youth Aotea-Reo Workshop - Grouping positive and negative feelings about your town.

Right. Figure 47. Making the Youth Aotea-Reo app prototype.



Left. Figure 48. Youth Aotea-Reo Workshop - Creating app features to address the important areas identified in the feelings activity.

Right. Figure 49. Presenting the Youth Aotea-Reo app to the Ministry of Youth Development.

Right. Figure 50. Presenting the Youth Aotea-Reo app to the Human Rights Commission, Ministry of Business Innovation and Employment, UNESCO, Office of Childrens Commission, Netsafe NZ, Ministry of Education, The Office of Ethnic Communities.

Connecting young New Zealanders to volunteer opportunities

Empathising with: Finding volunteer roles | Connecting students to roles | Community | Facebook the only platform.

It is a difficult task to find volunteer roles and connect students to the roles, as experienced by the Student Volunteer Collective (SVC) at Massey University in Wellington. A group of students, including myself, organised five different volunteering activities for the five days of the week during Student Volunteer Week in 2017, and it was a success. We had many requests by students to provide volunteer roles throughout the year so we decided to do so. On clubs day we set up a stall to advertise ourselves, and 130 interested students joined our Facebook page, so they were instantly part of the SVC community. We also got the students to show us their preferred areas of volunteering (Fig. 52). Finding weekly roles for students that were close to campus was difficult. Many organisations did not respond to us, and the roles we found (cleaning at a community kitchen, tree planting, weeding and pruning, sewing reusable bags and doing coin collections for a children's hospital) did not match the interests of our students. Another problem we encountered was the limits of Facebook. We had 130 students on our page, but only 61 students 'see' our posts, and post views dropped from 60 to 30. Many students would say "I didn't even see the event [on Facebook]." In a meeting we discussed that we never intended to use Facebook, but it was the only platform which came to mind. This experience confirmed that something needs to be designed to help connect young New Zealanders to non-profit organisations and roles which match their interests.



Figure 51. The Student Volunteer Collective Team at their meeting at Massey University Wellington.

Figure 52. Gathering students first and second options for areas of volunteering for SVC.

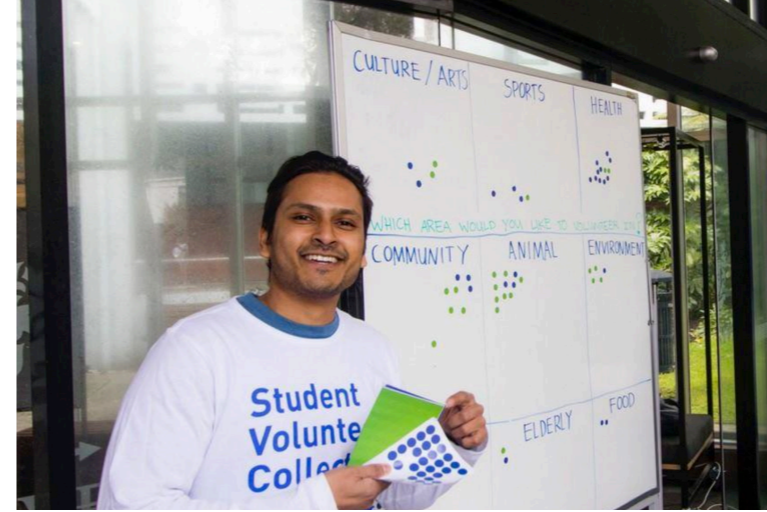


Figure 53. Brainstorming creative ways to recruit students into the Student Volunteer Collective.

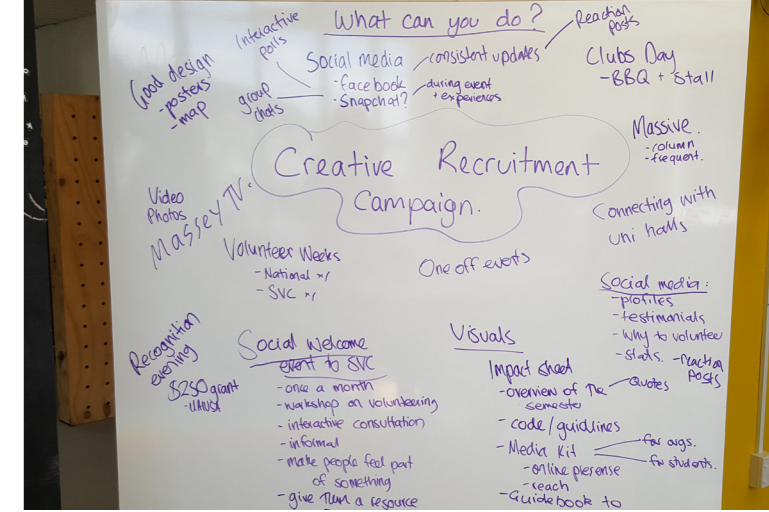


Figure 54. A Facebook post by one of the SVC members asking for more volunteers

Figure 55. A Facebook post by one of the SVC members inviting students to a talk on volunteering.

Figure 56. Students volunteering at the Ronald McDonald House through SVC.



A table of criteria derived from the immersion findings.

Non-profits require various expertise
Volunteers need to be well looked after
Non-profit organisations need to provide meaningful and engaging experiences for youth
Non-profit organisations need to understand youth and reduce the generation gap
Communication is important
Mentorship is required
Social media platforms make organisation-management tools
Well crafted, visual and appealing stories need to be made to engage young New Zealanders
More organisations need to celebrate and appreciate student volunteers
Non-profit organisations want something to be done to encourage students to volunteer
Non-profit organisations want a volunteer database
Non-profit organisations want events that will promote them to be organised
More volunteering roles need to match volunteers passions
Relations between organisations and their volunteers need to be managed well.
Healthy cultures need to be established within organisations that welcomes young volunteers
Online (mobile friendly) task management tools are very effective
Students have the knowledge and ability to run clubs, societies and organisations
The more that processes are streamlined online the better
Youth seek online platforms to contribute civically
Youth want to be valued, listened to and included and agism to be removed
Youth prefer to chat online with organisations
Youth want a volunteering feature in their youth app
Finding volunteer roles is hard
University students want help in connecting them to volunteer jobs that match their interests
Facebook is not effective in connecting students to volunteering roles

## Creating Personas

As I am applying design to attract and engage young New Zealanders to non-profit organisations, I made seven personas of young New Zealanders to help guide design decisions. "A persona is not a magic bullet that allows a design team to jump into the minds of the masses, instead it is an approach towards a deeper consideration of an audience." (Salmond & Ambrose, 2013, p. 92) The method I used to create them was to take the document of key issues, apply the slip technique to the issues to reduce the amount, and then weave the issues into seven different persona stories. This worked well as it gave each persona its own context related to the research topic which I could start to empathise with. The personas can be seen in the exegesis appendix. Creating the personas expanded my project team from one to eight.



Figure 57. The technique used to make each persona.

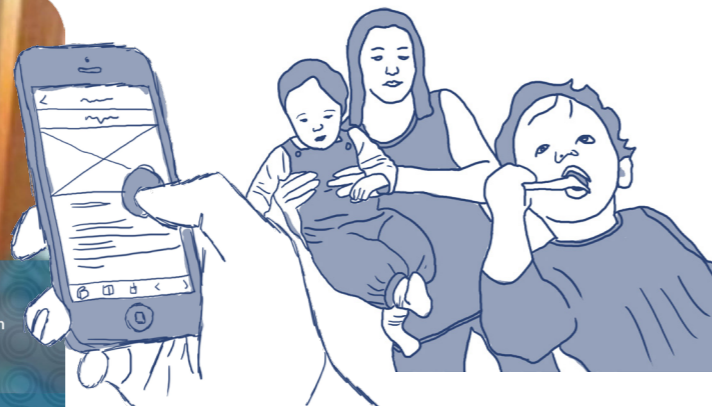
**Billy 35**

Maori  
Lives in Tauranga  
Carpenter

Left school at 16  
Completed a building  
apprenticeship

Married  
2 Children

Billy needs volunteering to be fun and rewarding because he doesn't have any time for civic work



Billy's next step was to reach for his phone and see if there was an app available for volunteering in the app store.

**Elliott 20**

Samoan  
Lives in Palmerston North  
Sports Student

Plays rugby, touch  
and volleyball.  
Gamer

Single  
Christian

Elliott doesn't need anything but realises New Zealand needs a way to change the attitude employees and managers of non-profits have towards computers - because non-profits can create a sense of community for New Zealanders effectively online, and that can increase their civic engagement.



Elliott's next step was to say a speech at a community sector conference to explain the benefits of effective community management online.

**talk, people**

**Bridget 24**

Iraqi  
Lives in Auckland  
Designer

Shifted to NZ when she was 14  
Artist & Violinist

Single  
Muslim

Bridget needs a platform to help build communities - because there is no one platform that can help local governance, policy development and initiate action in people.



Bridget / Brijule's next step would be to talk to a developer to see if it would be difficult to create a platform for governance and policy development.

**Michael 27**

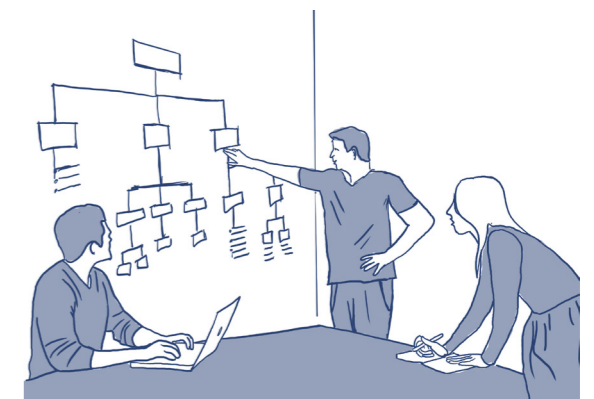
Pakeha  
Lives in Dunedin  
Journalist

Hates his job  
Enjoys Drinking

Single and looking

Michael needs a way to empower needy communities - because current help offered gives prominence to the individual volunteer rather than strengthening the community itself.

Michael also needs a way to be given opportunities for civic engagement in an easy way - because that is the only reason stopping him from helping an organisation in his community



Michael's next step was to approach a nonprofit and work with them to see how they can make it easier for young people to volunteer with them.

**Cassandra 29**

Pakeha  
Lives in Wellington  
Receptionist

Perfectionist  
Expert at social media

In a relationship  
Atheist

Cassandra needs a way to get engaged in physical volunteering - because her preferred volunteering website sparked.com doesn't list physical volunteering jobs.



Cassandra's next step was to have a meeting with sparked.com to see how physical volunteering could be added into the website.

**Steph 19**

Maori  
Lives in Christchurch  
Early childhood educator

Experienced domestic  
violence

Single Parent

Steph needs a way to be given precise, clear and organised voluntary work - because surprisingly she feels non-profits aren't well prepared like that for volunteers

Also Steph would like a way to contribute through a consultative development process, and a policy development process because she currently doesn't know how she can take part in these.



Steph's next move was to wait until nonprofits improve their volunteer programmes and simply look after her child.

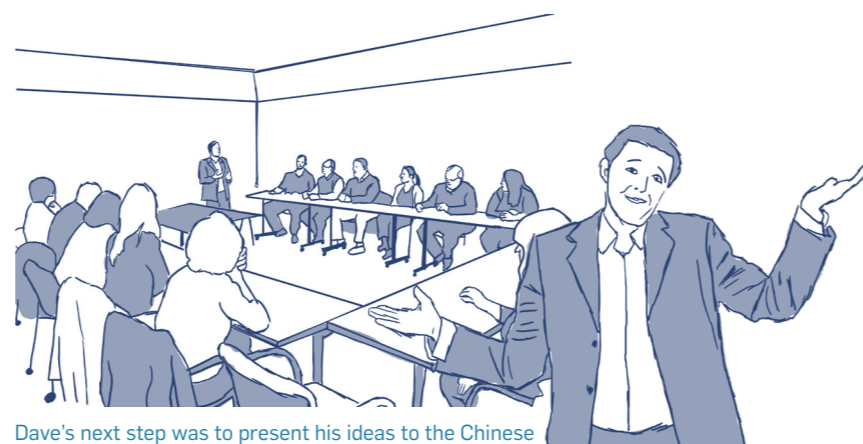
**Dave 30**

Asian  
Lives in Rotorua  
Businessman

Owns multiple businesses  
Is wealthy

Married  
Has 4 other siblings

Dave needs a way to bring the Rotorua Chinese Association up to scratch with how it is run - because the younger generation of Chinese do not want to be a part of the organisation because they disapprove on how it is currently run



Dave's next step was to present his ideas to the Chinese Associations. Unfortunately they did not pay much importance to his ideas.

## Hosting a co-design workshop

During National Volunteer Week, on 20th June 2017, I held a co-design workshop to work with the stakeholders (non-profit organisations and young New Zealanders) to explore how to attract, empower and engage 18–35 year old New Zealanders with non-profit organisations in their communities. My research team grew from eight to 54. Seven groups were created at the workshop, each having a mixture of non-profit representatives and young people. As a facilitator I needed to understand “how to offer relevant experiences to facilitate people’s expressions of creativity” (Sanders & Stappers, 2012, p. 24), and how to bring in the applicable domain theories in ways that can be addressed by the people in the co-design team. To achieve this I gave each group one of the seven persona to use as a ‘generative’ or ‘thinking’ tool. This put everyone on the same page and supported a shared language through which they could explore ideas, dreams, and insights. The participants were asked to collectively brainstorm solutions to the problem, rank their solutions in levels of importance, and then expand their ideas on their most important one. These solutions and ideas created a set of criteria for the design-led human-centred research.



Figure 58. Ross outside Massey University Library inviting students to attend the co-design workshop.

## HAVE YOUR SAY ON HOW CHARITIES CAN ATTRACT & ENGAGE 18-35 y/o's IN THEIR SERVICES & MISSIONS!

In a workshop with:  
Unicef NZ, Heart Foundation, Girl Guides, Cats Protection, Lions, WREMO, Victim Support Age Concern, YMCA, Environmental Sustainability Trust

Tuesday, 20 June 2017  
2 pm - 4:30 pm @ Block 12, Level E!



**FREE EVENT + AFTERNOON TEA + SPOT PRIZES**

## Invitation LEARN WAYS TO ENGAGE YOUNG NEW ZEALANDERS + SEE HOW YOUNG MINDS WORK!

Massey University will be holding a workshop to explore how to empower and engage the active participation of young New Zealanders aged 18-35 with non-profit organisations. The workshop will bring both non-profit representatives and youth together to consider the following:

1. Perceptions, opinions and experiences young New Zealanders have with non-profit organisations
2. Developing a future of volunteering based on both, young New Zealanders & non-profit organisations needs
3. Key issues and their solutions

The workshop will be led by service and experience designer Ross Patel and lecturers Karl Kane & Tristram Sparks.

### Join Us

Tuesday, 20 June 2017.

Massey University, Level E, Block 12, Mount Cook, Wellington 6021.

The workshop will be run from 2 pm - 4:30 pm with afternoon tea.

### RSVP

Please RSVP to Ross Patel at [ross@rosspatel.com](mailto:ross@rosspatel.com) by 5 pm Friday, 16 June 2017.

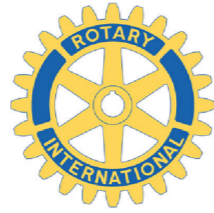


The Civically Engaged New Zealand workshop is an initiative of the research faculty at Massey University in Wellington. Click to learn more <https://www.facebook.com/CivicallyEngagedNZ/>

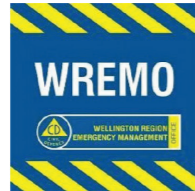
Figure 59 & 60. Invitations to students and nonprofit organisations to participate in the co-design workshop.



Left. Figure 61. The logos of the nonprofits which attended the co-design workshop.

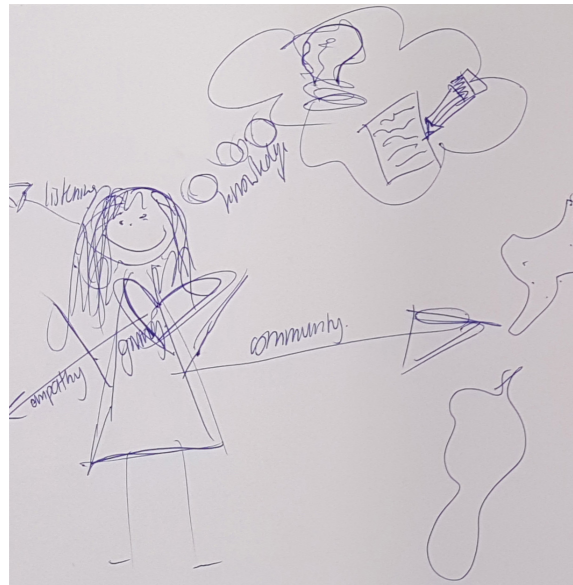


Right. Figure 62. The ideas for engagement which came from the workshop group with Steps persona.

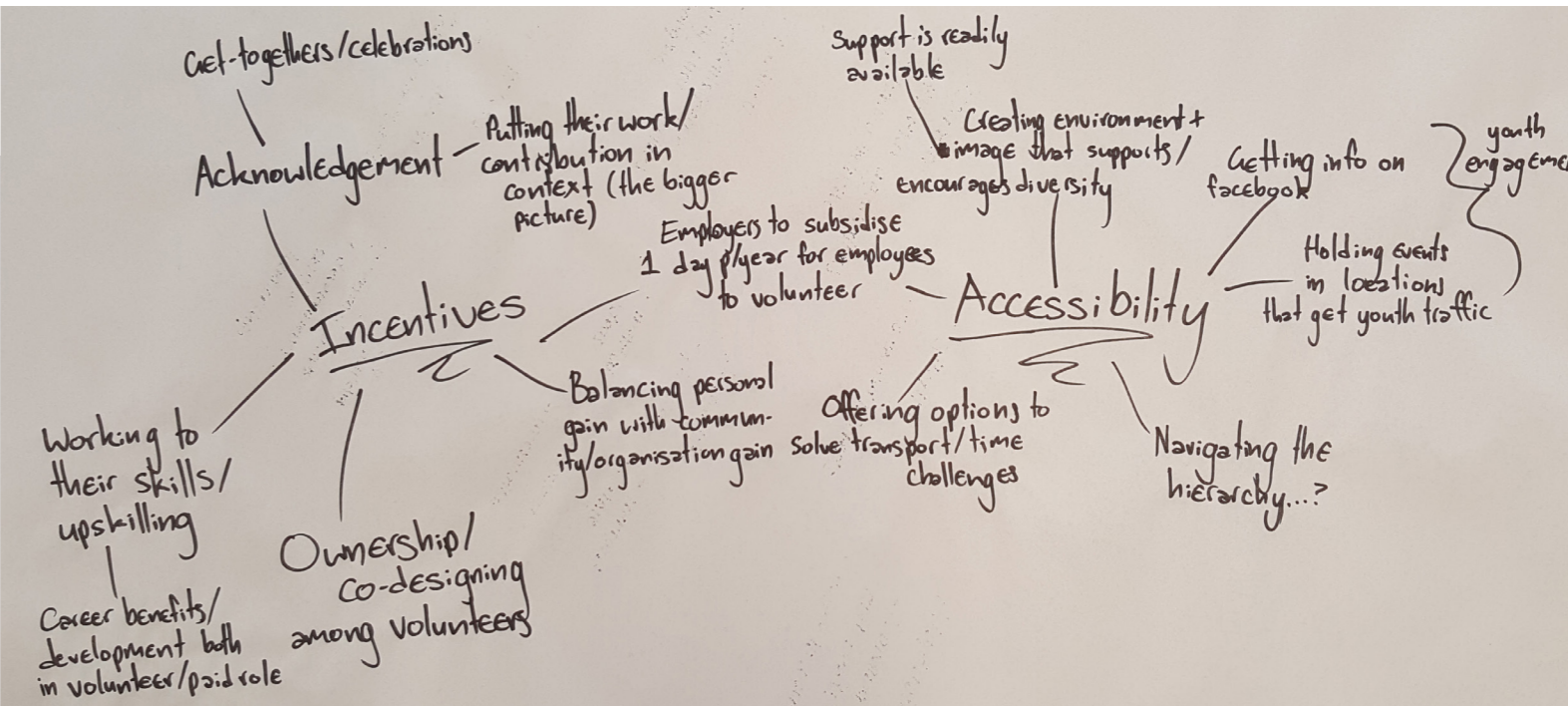
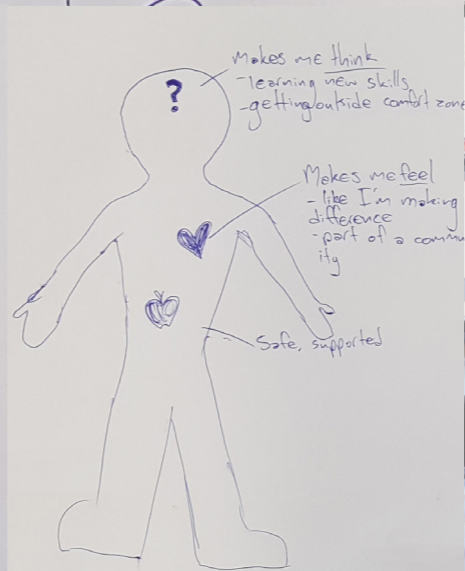
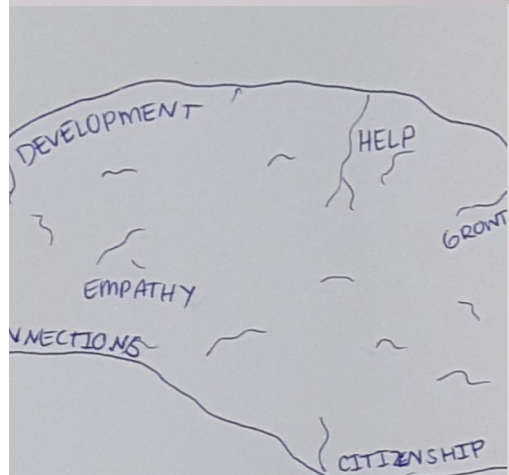
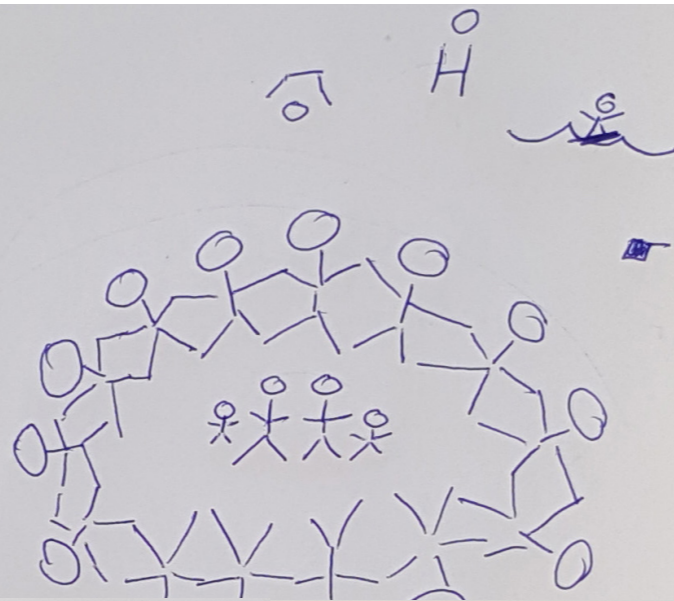


Right. Figure 63. Ideas on incentives and accessibility which came from the workshop group who had Brijule's persona.

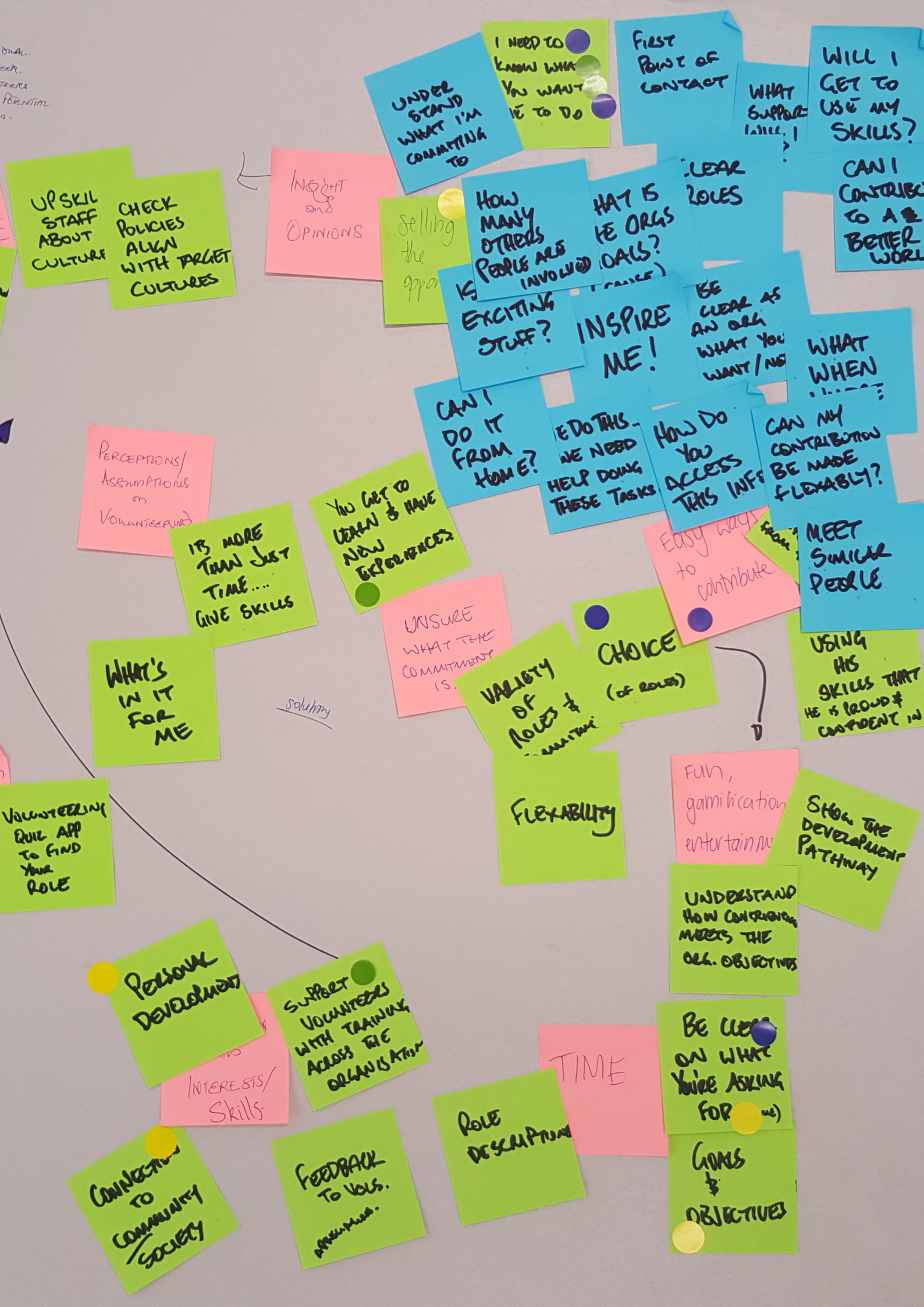
Left. Figure 64. Sketches showing what volunteering means to you from the ice-breaker exercise at the workshop.



Right. Figure 65. The seven groups of 6-7 participants at the co-design workshop.







## Defining

During the define stage of the design thinking process I brought together the information I created and gathered during the empathise stage, and analysed and synthesised my observations to define the core problems that I, and my team of 54, identified. This define stage helped gather the best ideas to establish features, functions, and any other elements to allow us to solve the problem.

### Co-design Workshop Analysis

The seven groups at the workshop identified, to the best of their ability, the areas the volunteering sector needs to work on the most to engage young New Zealanders, and they gave their ideas on what should be done or improved on. The results follow.

Figure 66. A groups ideas on how to engage younger people in volunteering from the co-design workshop.

## CASSANDRA

### IMPORTANT TOPICS IDENTIFIED:

- 1 44% **Belongingness**
- 2 17% How to delegate
- 3 13% Two-way communication



## DAVE

### IMPORTANT TOPICS IDENTIFIED:

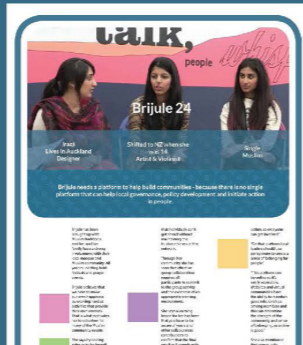
- 1 48% **Relationships, communication, generation gap**
- 2 43% Technology
- 3 09% Communication, transparency



## BRIJULE

### IMPORTANT TOPICS IDENTIFIED:

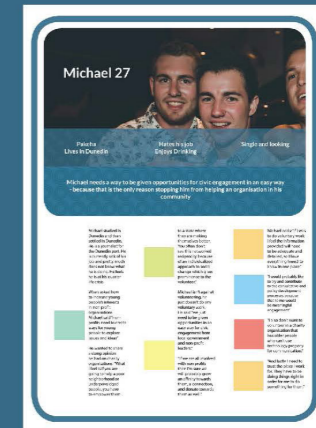
- 1 40% **Incentives**
- 2 37% Accessibility
- 3 20% Cooperation



## MICHAEL

### IMPORTANT TOPICS IDENTIFIED:

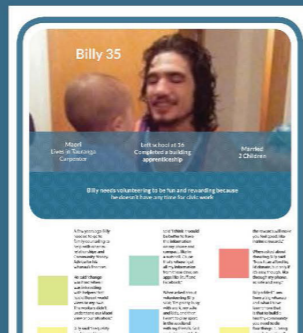
- 1 45% **Direct communication + transparency + accessibility**
- 2 27% Networking + needs new skills & experiences - try new things
- 3 27% Perceptions of NFP's, volunteering & volunteers + generation gap



## BILLY

### IMPORTANT TOPICS IDENTIFIED:

- 1 34% **Information & insights**
- 2 20% Easy ways to contribute
- 3 16% Knowledge of cultures & values



## STEPH

### IMPORTANT TOPICS IDENTIFIED:

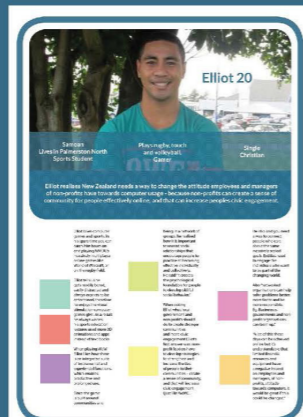
- 1 31% **Engagement**
- 2 31% Marketing & communication
- 3 24% Ease + clarity - technology



## ELLIOT

### IMPORTANT TOPICS IDENTIFIED:

- 1 60% **Web Presence**
- 2 19% Social media / online outreach
- 3 17% Community / team oriented work



Ranking based on voting percentages.

- 60% WEB PRESENCE
- 48% RELATIONSHIPS, COMMUNICATION, GENERATION GAP
- 45% DIRECT COMMUNICATION + TRANSPARENCY + ACCESSIBILITY
- 44% BELONGINGNESS
- 43% TECHNOLOGY
- 40% INCENTIVES
- 37% ACCESSIBILITY
- 34% INFORMATION & INSIGHTS
- 31% ENGAGEMENT

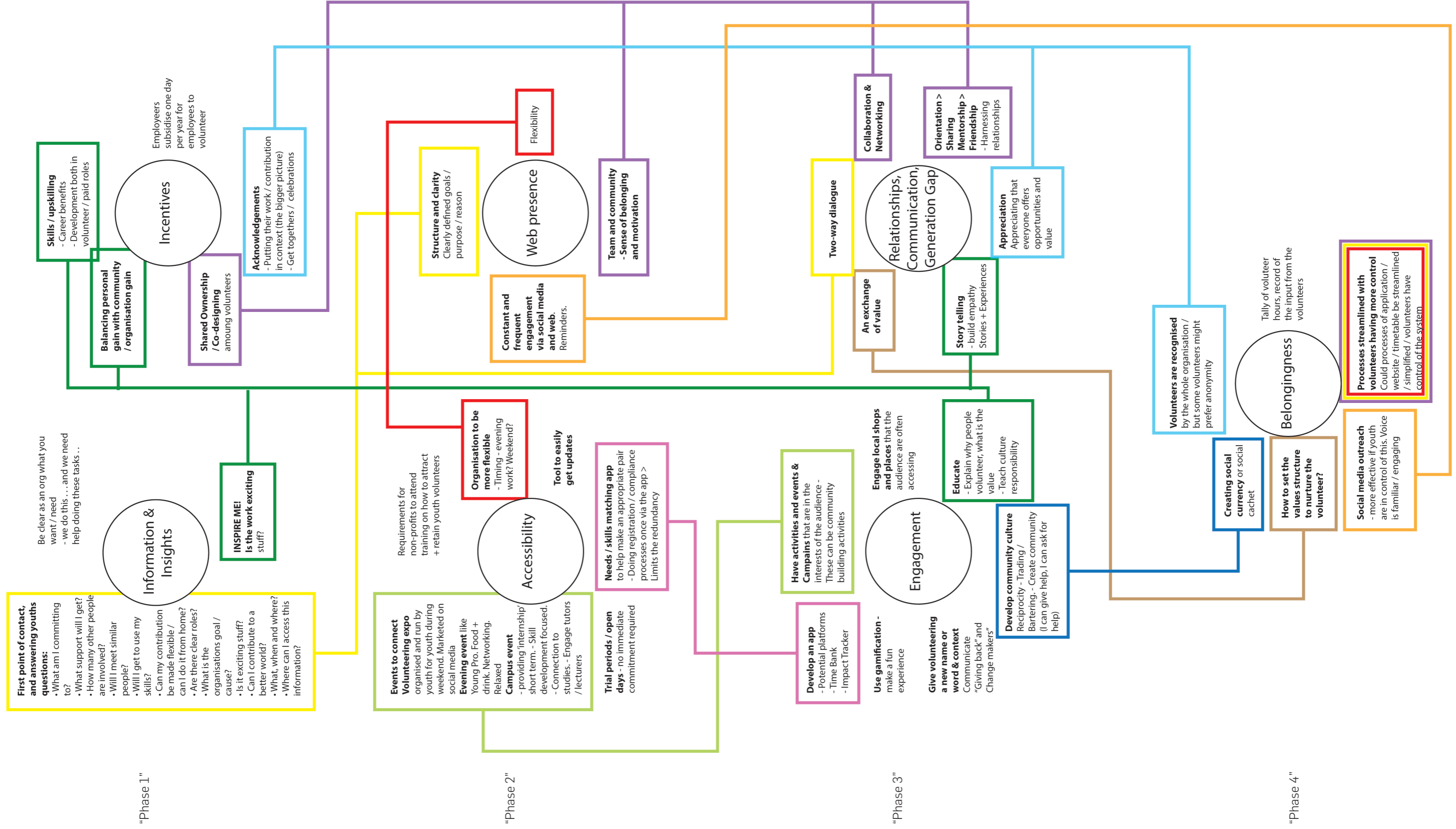
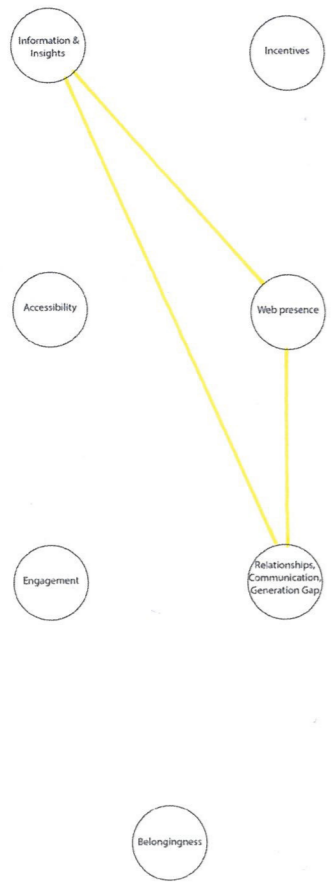
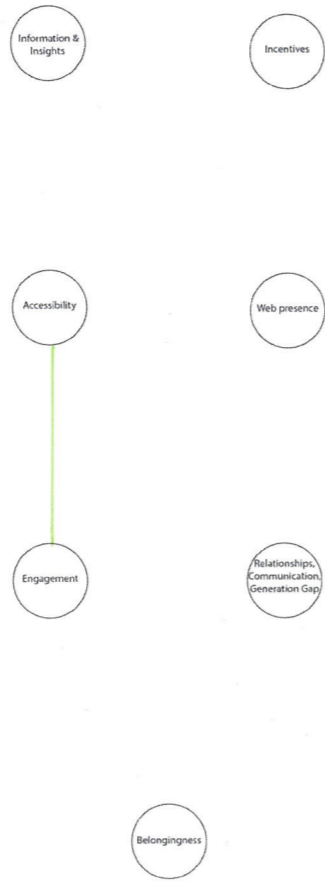


Figure 67. The seven most important areas to work on identified by the seven groups, and their ideas around each area

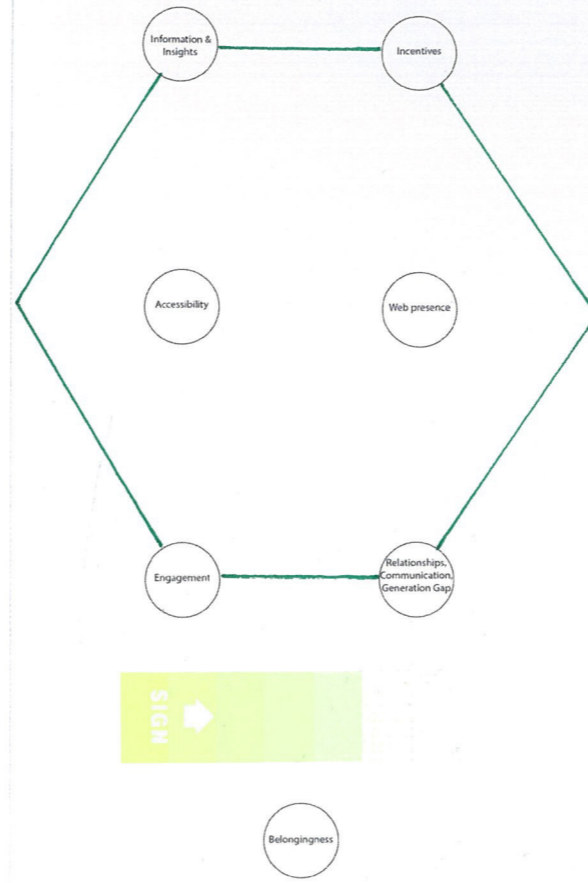
Contact. Clear structured info. 2 way communication



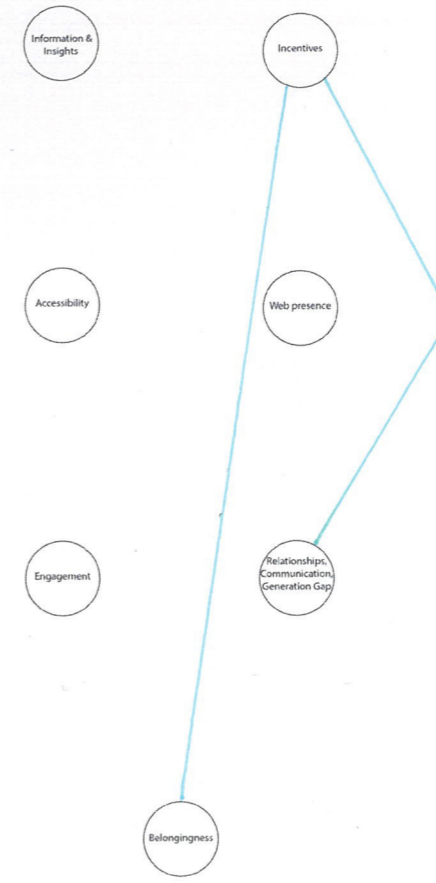
Events. Activities. Campaigns.



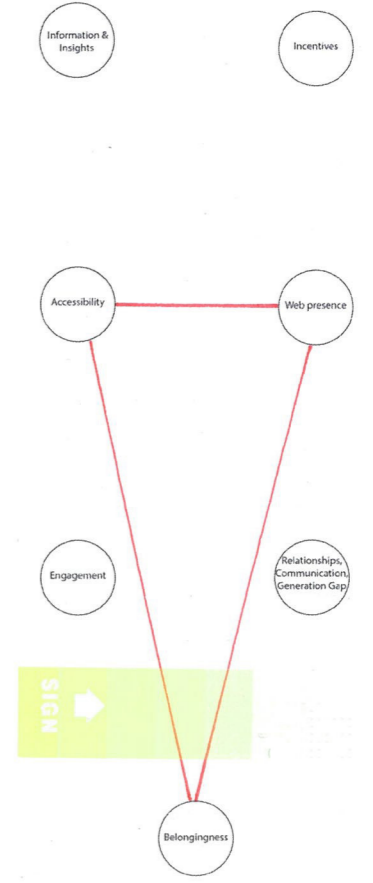
Inspire. Educate. Benefit



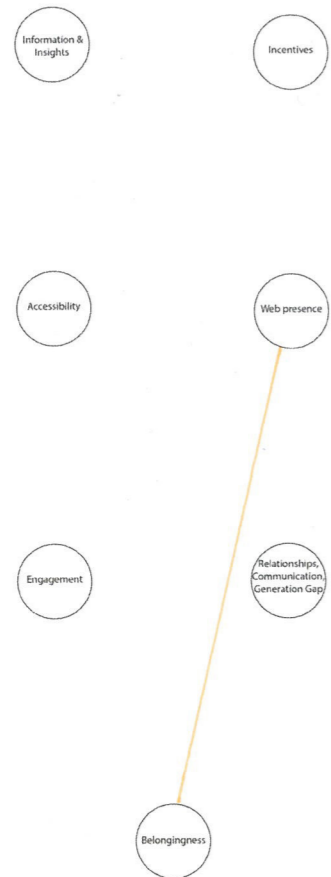
Acknowledgement. Appreciation



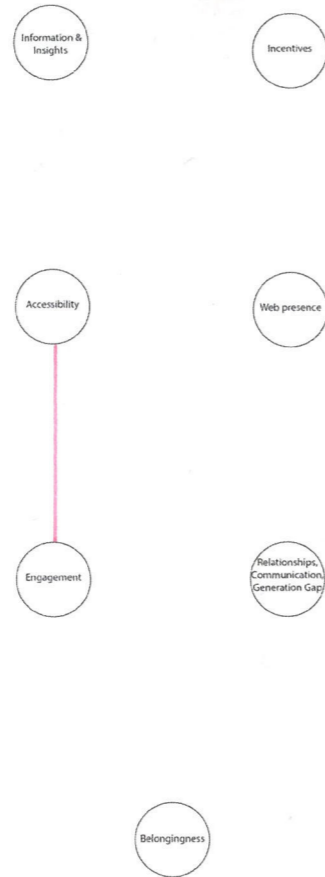
Flexibility



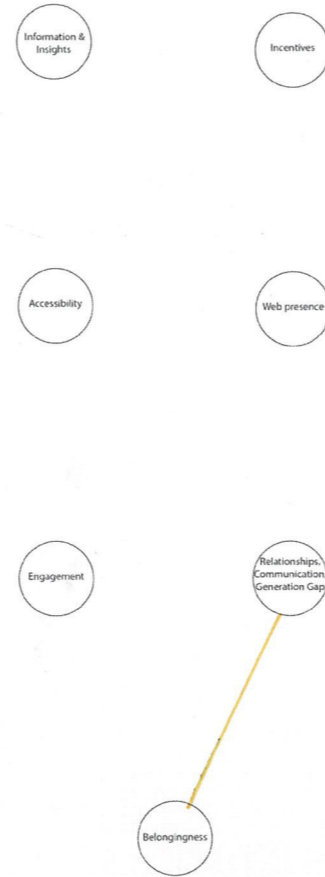
Social Media Engagement



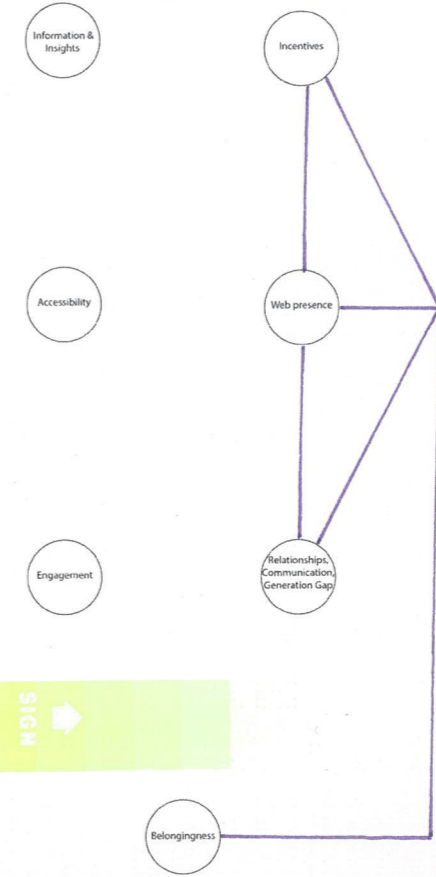
App Tool. Needs skills. Impact



Exchange Values.



Collaboration. Shared ownership



Community culture. Social Currency

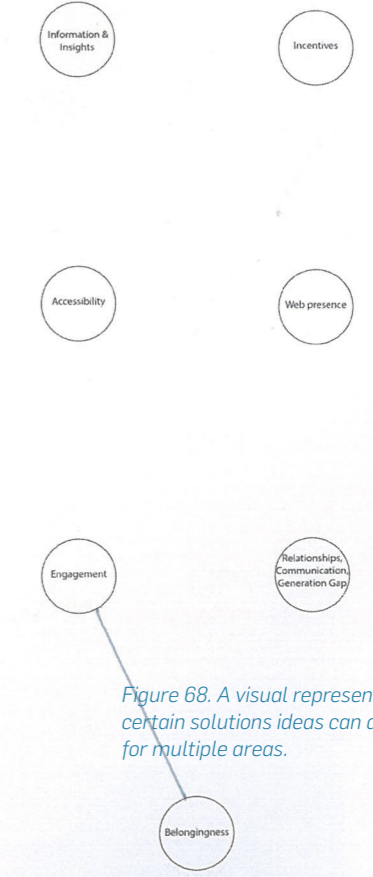


Figure 68. A visual representation on how certain solutions ideas can accommodate for multiple areas.

## Requirements obtained from the workshop

When analysing the criteria and the ideas the groups came up with around each, I noticed overlapping ideas. Connecting these solutions together and grouping them created a second set of criteria for the solution seen below.

### Criteria 1

Information & Insights
Incentives
Accessibility
Web Presence
Engagement
Relationships, Communication, Generation Gap
Belongingness

### Criteria 2

Events, Activities, Campaigns
App Tool, Needs/Skills, Show Impact
First Contact, Clear Structured Information, 2-way Communication
Social Media Engagement
Inspire, Educate, Gain
Exchange Values
Acknowledgement, Appreciation
Collaboration, Shared Ownership
Flexibility
Community Culture, Social Currency

## The human-centred problem statements:

Young New Zealanders need, and New Zealand non-profit organisations need to provide: clear information and insights, incentives, accessibility, web presence, engagement, healthy relationships and communication, a closed generation gap and belongingness for young New Zealanders to engage and volunteer with non-profit organisations.

Young New Zealanders need, and New Zealand non-profit organisations need to provide: inspiration and education on the benefits of getting involved, clear structured information with two-way communication, an exchange of treasured values, an app tool that can match personal needs and skills with roles and show your contributions' impact, events, activities and campaigns, acknowledgement, appreciation, collaboration, shared ownership, flexibility, community culture, social currency and social media engagement for young New Zealanders to engage and volunteer with non-profit organisations.

# Ideating

With a solid background, I was able to start 'thinking outside the box' to identify new solutions, based on my team's input, to the problem statements. At the beginning of the ideation phase it was important to get as many ideas or problem solutions as possible.

## The ideation process

First I elaborated on the ideas the seven teams came up for the initial criteria seen in Fig. 69, then I elaborated on ideas based on the idea categories seen in Fig. 70, which was much more effective. From here I used the slip technique to merge ideas solution categories together which naturally could go together (Fig. 71) to see what they would look like. And finally I merged certain ideas again to leave me with five final concepts which are based on the workshop ideas and could help the problem.

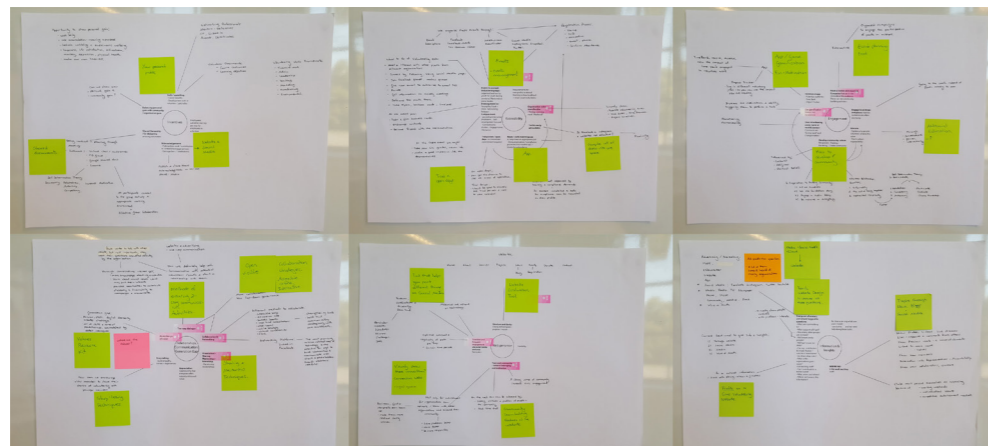


Figure 69. Expanding on the workshop criteria one ideas.

Figure 70. Expanding on the workshop criteria two ideas.



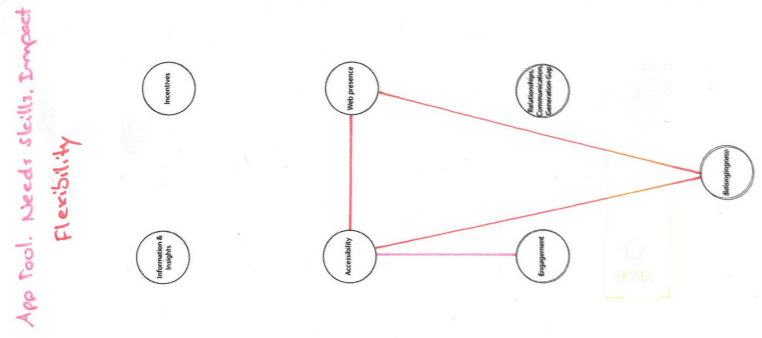
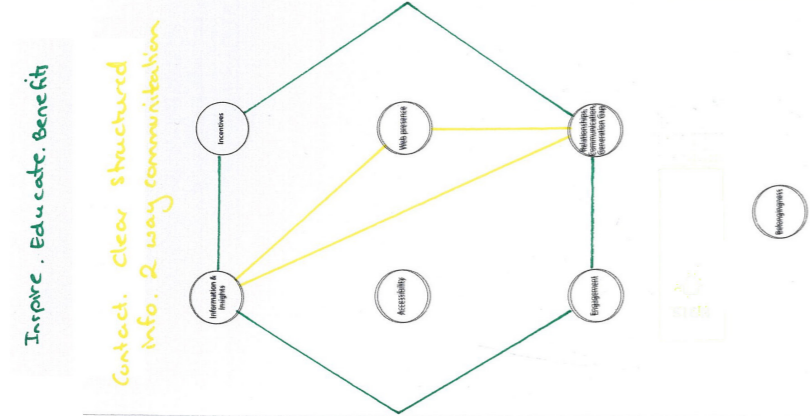
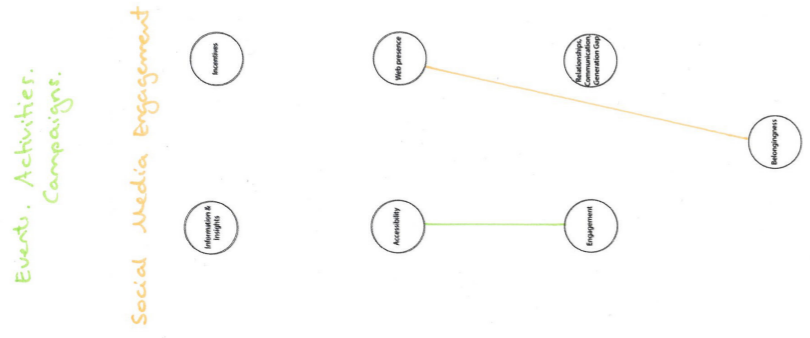
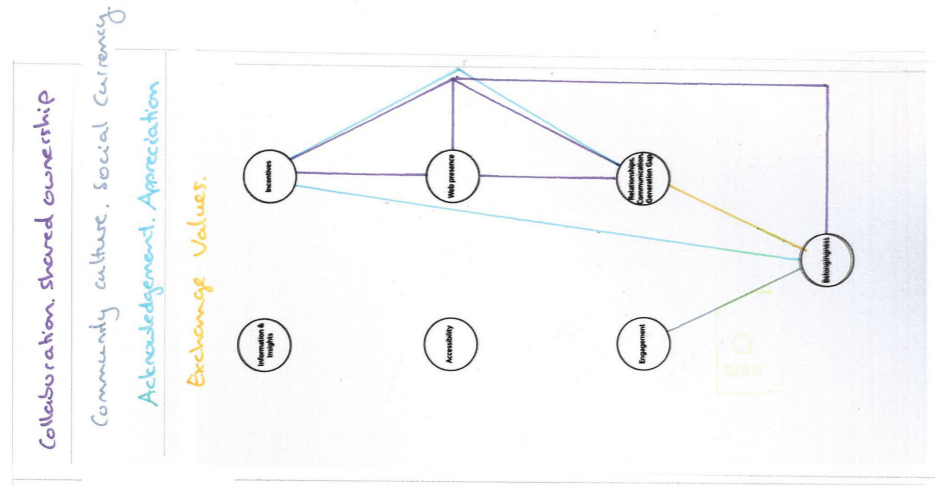


Figure 71 & 72. Merging ideas together using the slip technique.

Final selection of concepts

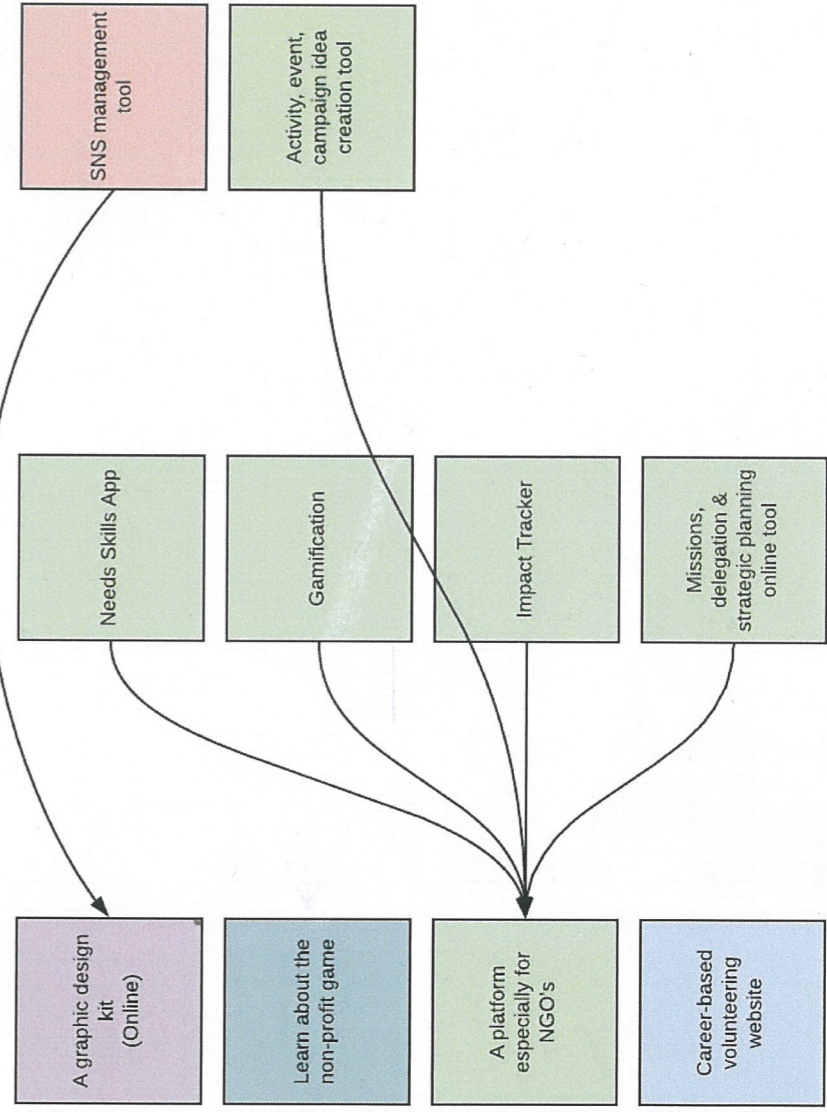
Combining:  
First contact  
Clear structured info  
2-way communication  
with  
Inspire  
Educate  
Benefits  
Because both these areas relate to effective communication on the matter of volunteering

Combining:  
App tool  
Needs Skills  
Impact - show  
with  
Flexibility  
Because flexibility means giving more control to the volunteers

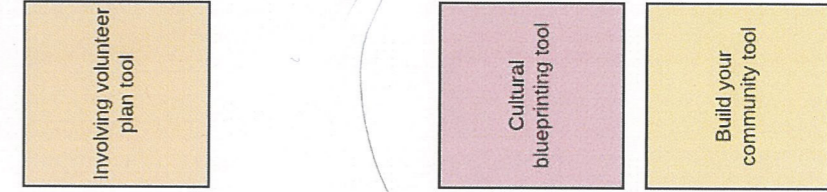
Combining:  
Social media engagement  
with  
Events, activities, campaigns  
Because social media is about sharing and informing news and events

Combining:  
Collaboration  
Shared ownership  
with  
Acknowledgement  
Appreciation  
with  
Exchange values  
with  
Community Culture  
Social Currency

Because all these things are used to create a successful community.



guidelines tool kit workshops  
Product  
Game  
online tool / app  
website.



# Concepts

## Concept 1: A community and culture building toolkit

This community and culture building toolkit has four parts: a booklet on creating values, cards to teach how to show appreciation, little boxes which show the different areas that make up the architecture of an organisation, and a planner to help create a community platform for the individual organisation. This idea responds to the criterias 'belongingness', 'relationships, communication and generation gap', and 'engagement'. It follows the need for organisations to create a healthy culture and community within their organisation that can welcome, recognise and value young people appropriately.

## Concept 2: A career-based volunteering website

A career-based volunteering website is designed for users to search and complete volunteer roles that will help them towards their career. An important part in this website is the user's profile page which shows their interests, experience and skills as well as the voluntary jobs they have completed with references from the organisations. This concept responds to the ideas which came out of the workshop around 'incentives' and 'engagement'.

Figure 73. Community and culture building tool concept diagram

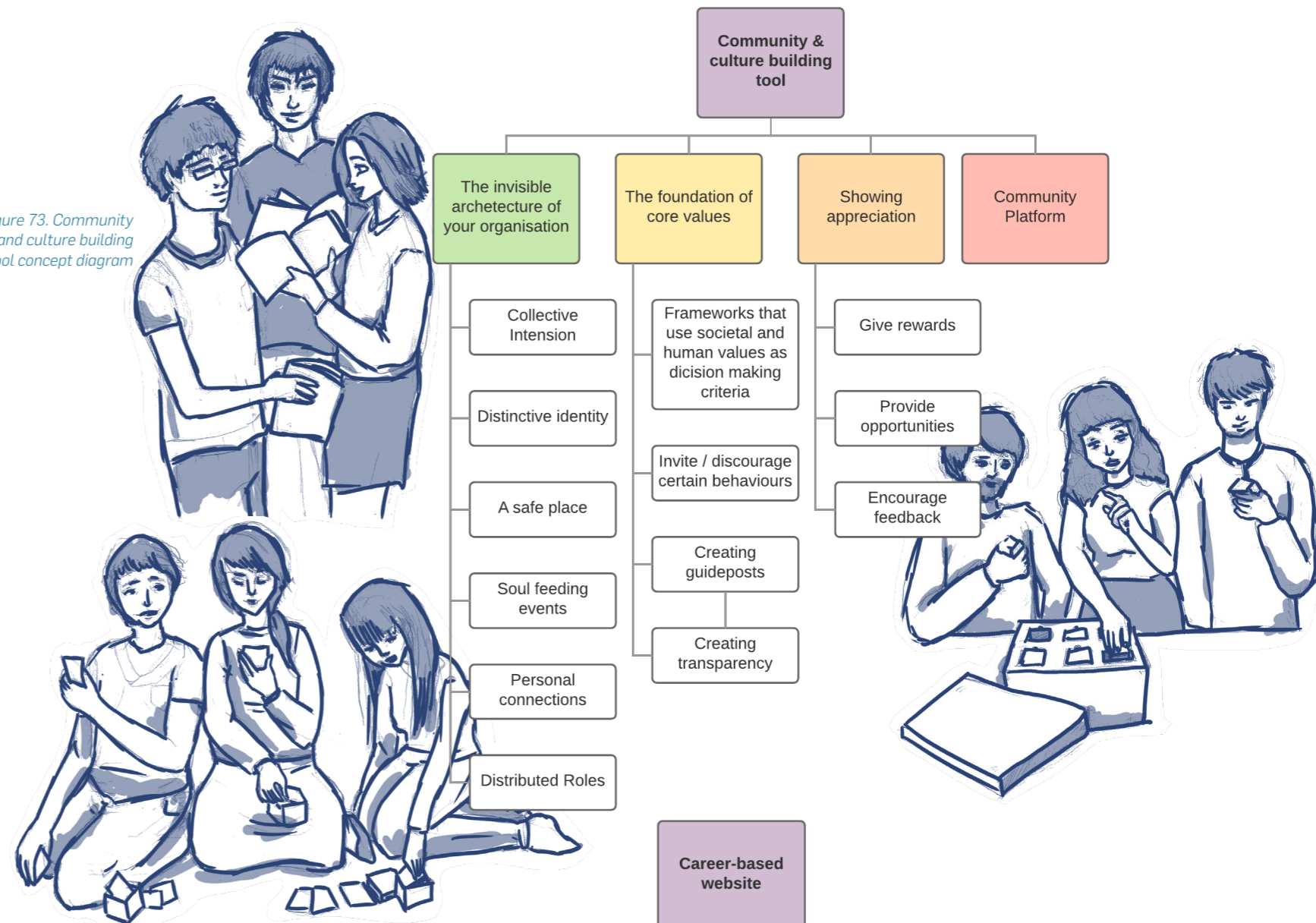
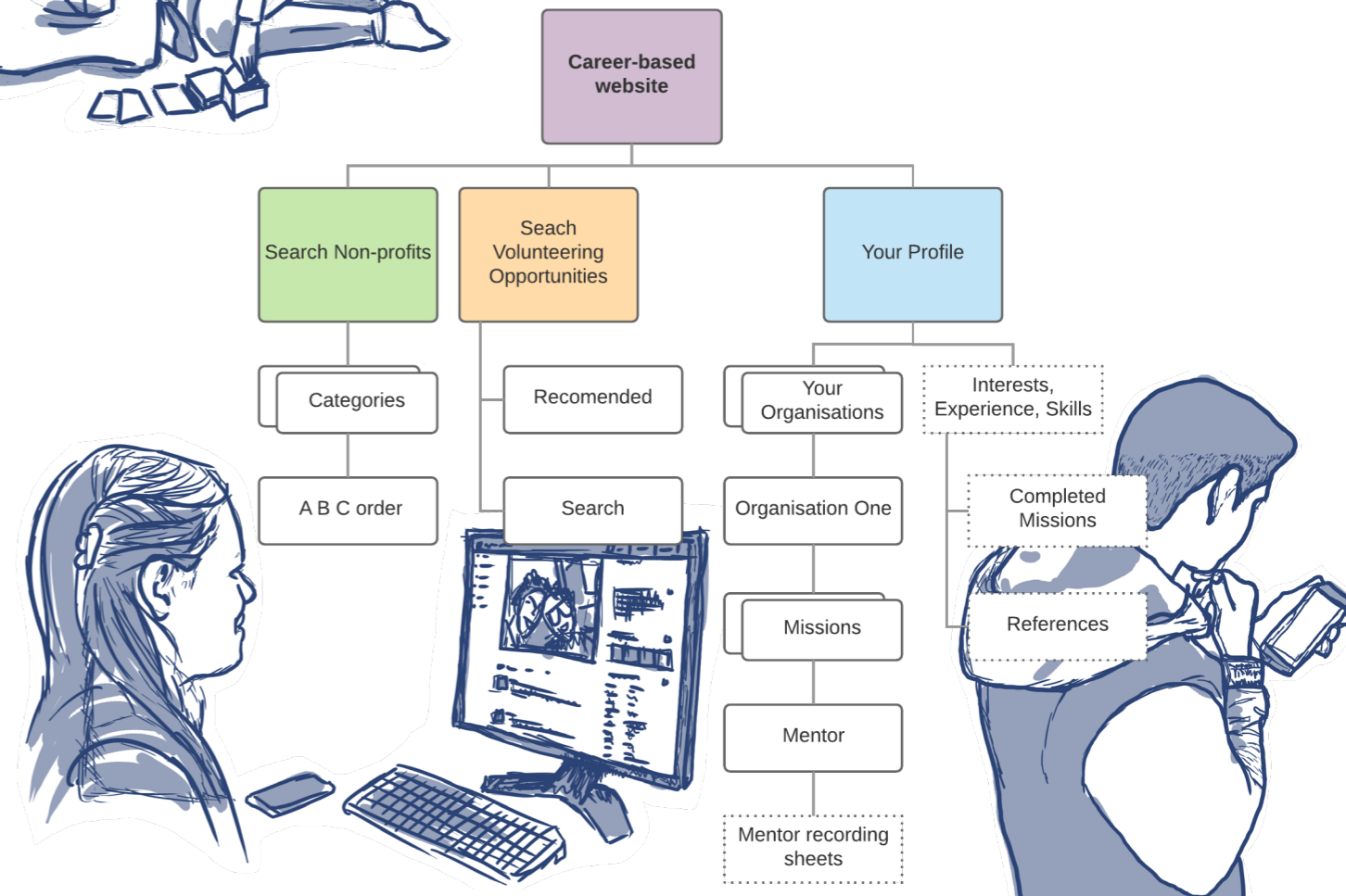


Figure 74. Career-based website concept diagram.



### Concept 3: An online platform for NGOs

A one stop shop for information on all registered charities and their volunteer opportunities is what this online platform for NGOs aims to achieve. The main features in it are: a news feed with the latest stories from all the charities, individual charity's pages, individual volunteer's profiles, a search page for volunteering opportunities, and an incentives and education area to inspire and teach the benefits of getting involved with non-profit organisations. The great thing about this idea is that if a charity has a poor online presence, they can at least be represented well on this platform. Being a digital solution, this idea attempts to achieve all the criteria from the workshop.

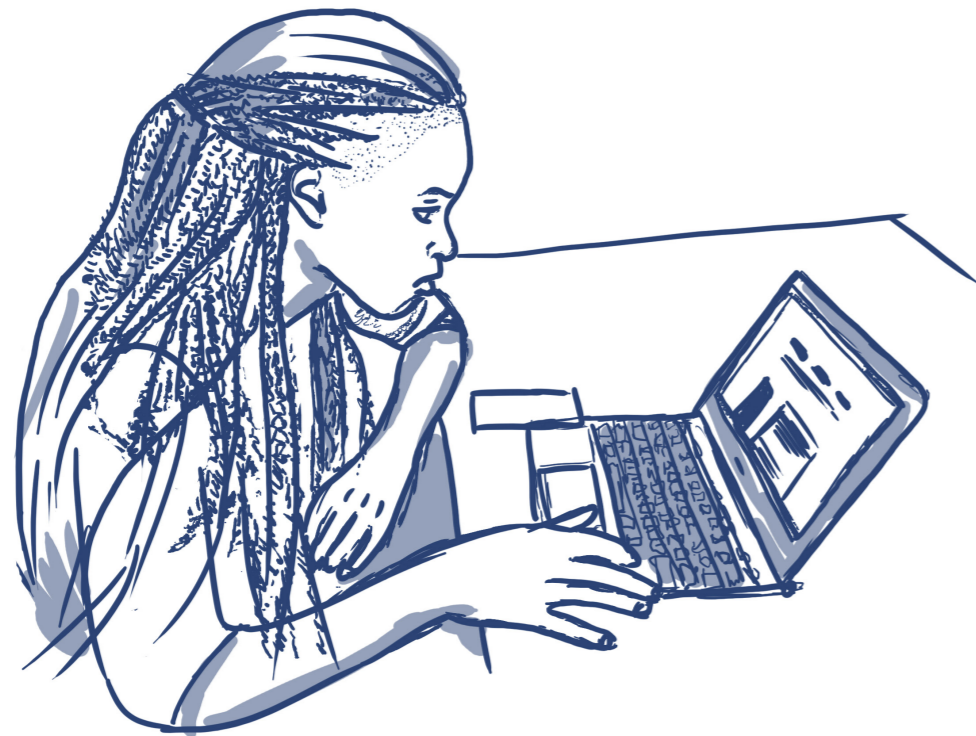
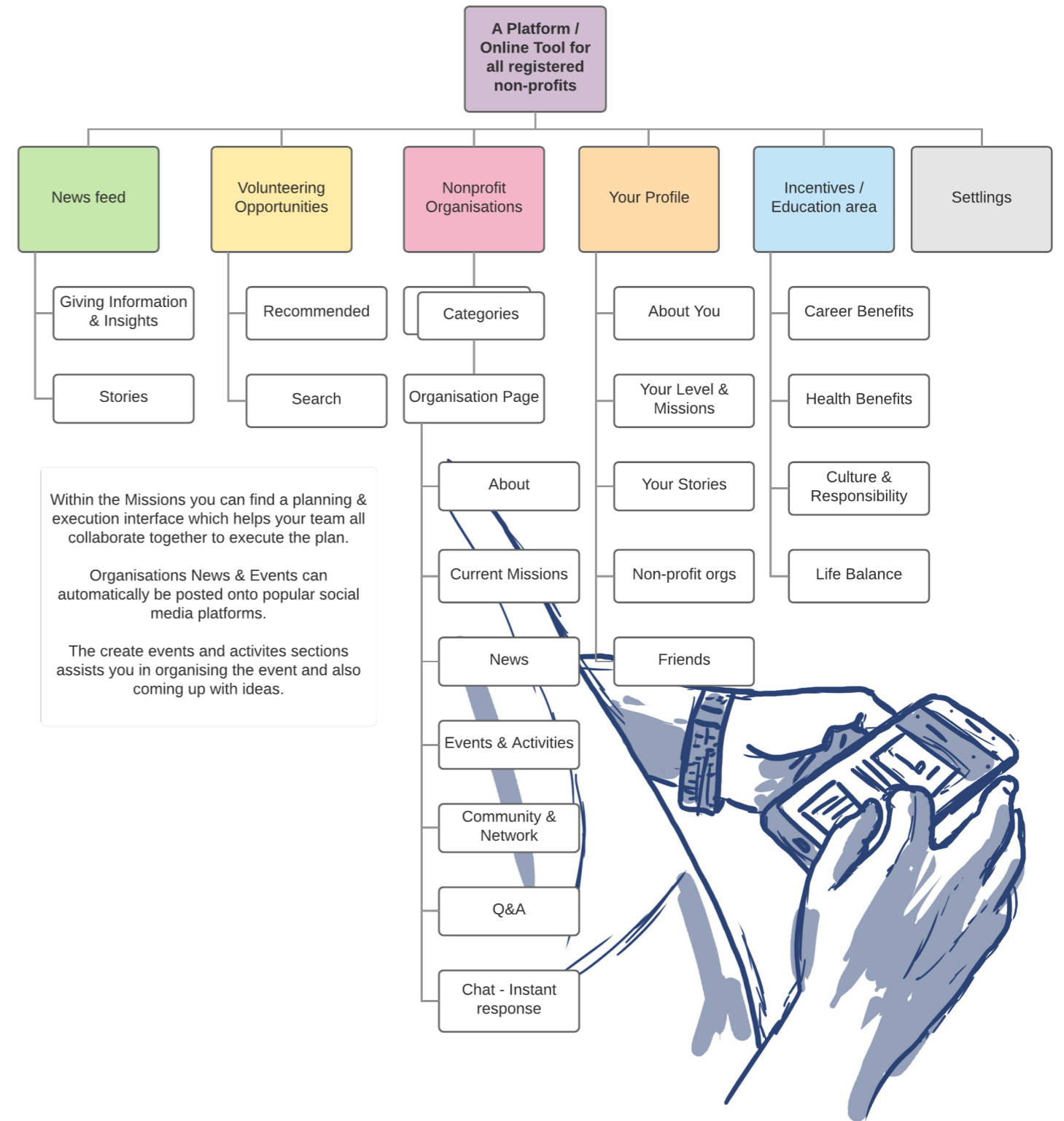


Figure 75. Online platform for NGOs concept diagram.



### Concept 4: The 'organisation experience' game

Would you like to experience what an organisation is like before you agree to volunteer with it? That is what this concept is about. Users will be able to play a specific organisation's game to learn about its culture, values, operations, departments, and the variety of volunteer roles available to them. The game is fun, informative and inspiring, and based on the organisations aims and strategic plans. This concept address the categories 'information and insights', 'incentives' and 'engagement'.

### Concept 5: An online graphic design and SNS tool.

Non profit organisations will no longer have difficulties in creating attractive marketing material to get the attention of young people after using this online graphic design and SNS tool. Whether organisations are sharing stories, news, information, or volunteer roles online or in print, with this tool they will always know their content will stand out and be able to compete against popular culture material. With a simple drag and drop content builder and automatic posting to any social media platform, getting content out will never be easier. This idea addresses the criteria 'information and insights','incentives', 'web presence', and 'engagement' by increasing the quality of communication with young people.

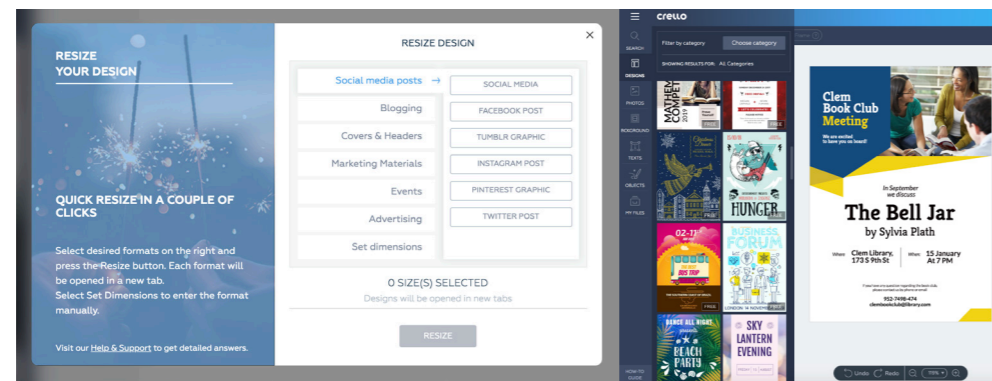


Figure 77. Crello a free online graphic design software.

Figure 76. Nonprofit organisation game concept diagram.

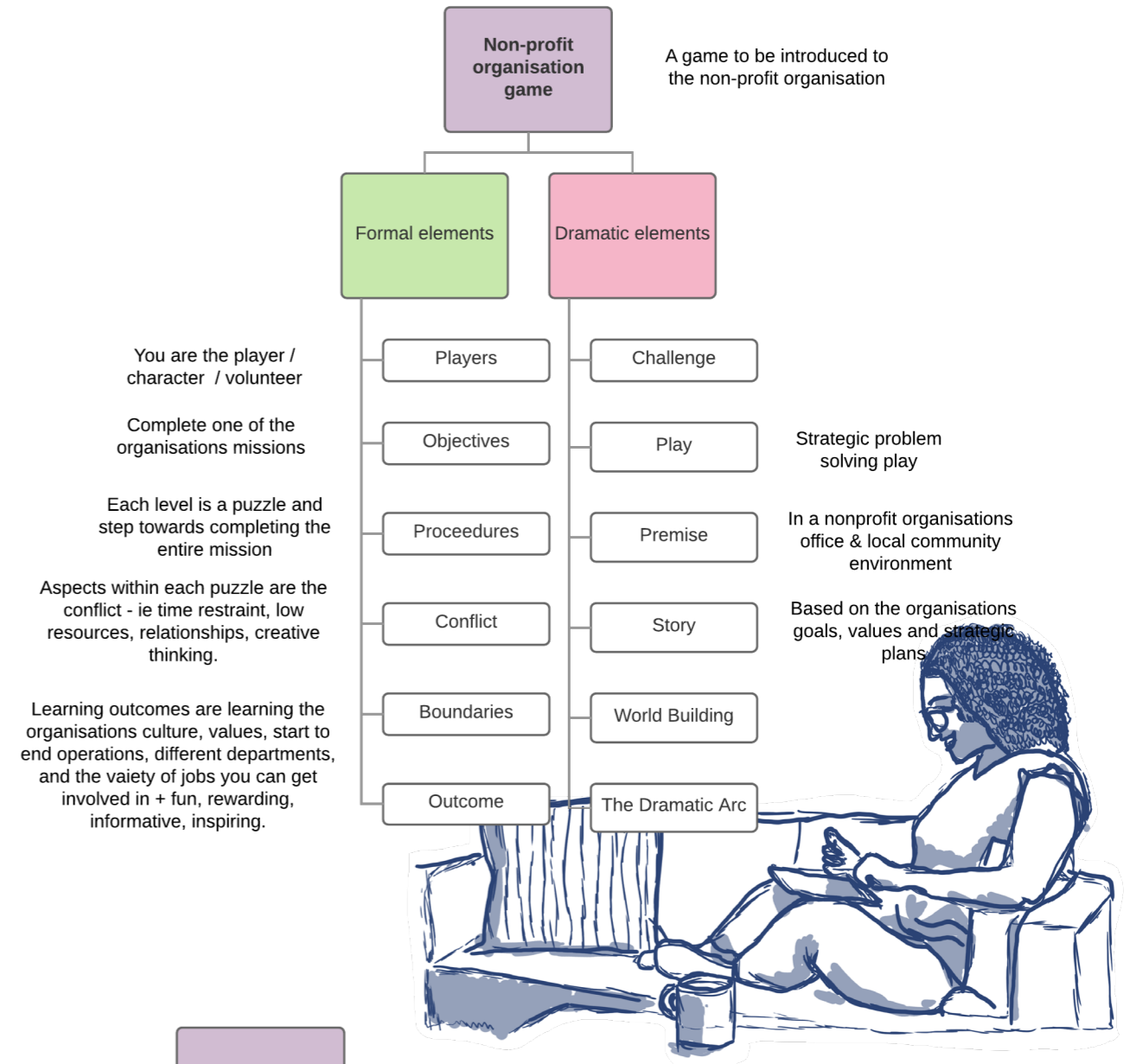
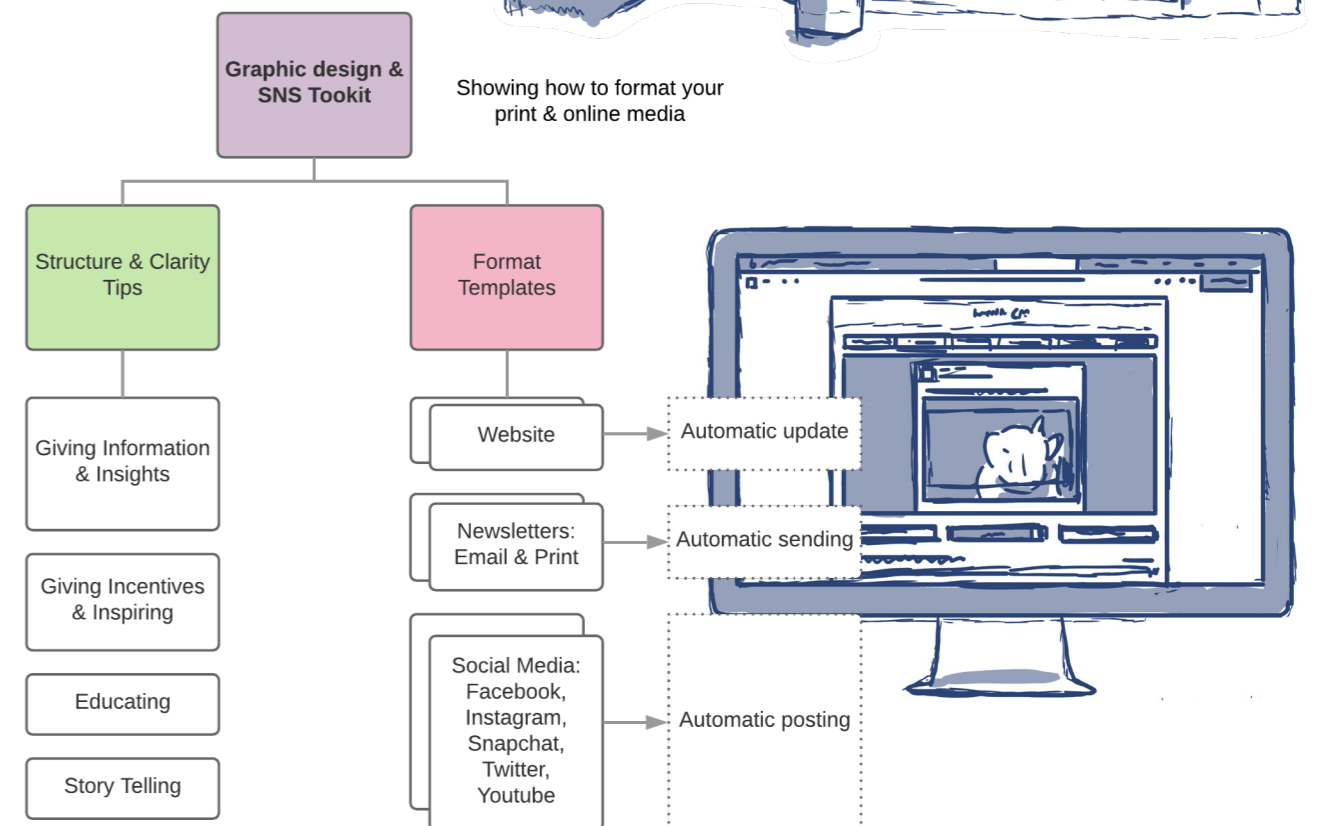
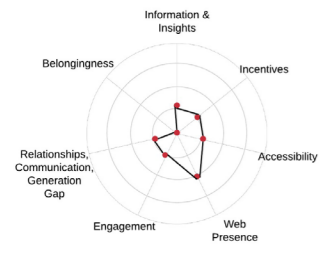
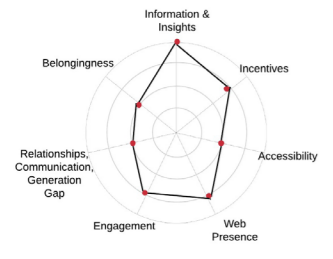
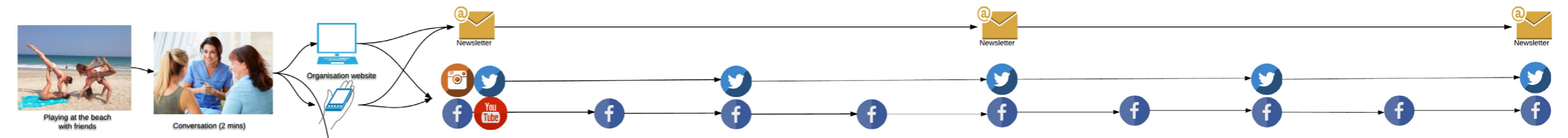


Figure 78. Graphic design and SNS toolkit concept diagram.



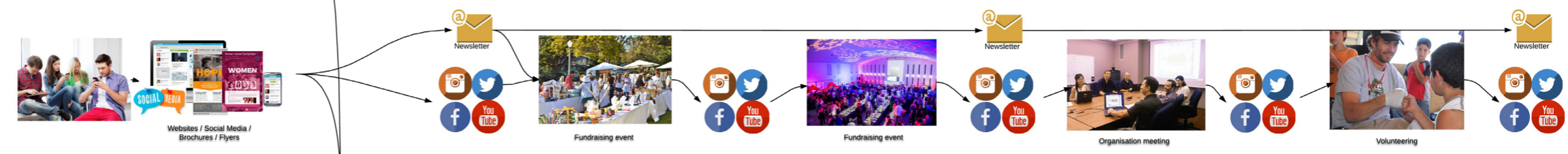


**Current System**



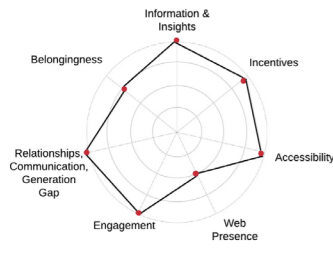
**Graphic Design & SNS Toolkit**

- A graphic design kit (Online)
- SNS management tool



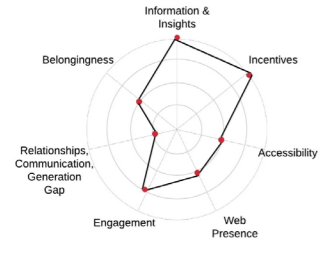
**NGO Platform**

- A platform especially for NGO's
- Needs Skills App
- Gamification impact tracker
- Activity, event, campaign idea creation tool
- Missions, delegation & strategic planning online tool



**Career-based Website**

- Career-based volunteering website
- Involving volunteer plan tool



**Non-profit Organisation Game**

- Learn about the non-profit game



**Community & Culture Building Tool**

- Build your community tool
- Cultural blueprinting tool



Week 0 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12  
 Month 1 Month 2 Month 3

Figure 79. Comparing the concepts over a three month user journey diagram.

---

## Three month user journey diagram

To test how good each concept would be at engaging young people in volunteering, I mapped how they would work over a three month timeline (Fig. 79). The top line shows how non-profit organisations engage young people currently. The second line shows how the online graphic design and SNS tool can work to get youth to events, then meetings, and, finally, volunteering over the three month period. The third line shows how the online platform for NGOs can successfully engage youth through a mobile device. The platform can eventually give young users the competence and autonomy to complete any level of task. The career-based volunteering website was also successful in engaging youth by providing a mentor that would guide the volunteer to achieving their desired goals. The 'organisation experience' game was not so successful. It was good at engaging the potential volunteer at the start, which could lead to volunteering. But once the potential volunteer had finished or stopped playing the game, it was hard to tell whether they would continue volunteering. The community and culture building toolkit can be great for organisations, but it relies heavily on the organisations using it. On the three month timeline you can see that the healthy culture created can attract young people, and can engage them over a long time, but again, can the organisations create that culture and communication and the values and identity which go along with it?

## The selected Concept

The concept which was most promising for engaging young New Zealanders with volunteering involving organisations was the online platform for NGOs. This concept had the ability to bring five different ideas together to form one strong idea. These included: a needs and skills matching app, a task management tool, an activity, event and campaign creation tool, and an impact tracker which can show users the amount of impact they are making through volunteering. This idea also has the ability to include gamification to "make a fun experience" which was requested by Steph's group (the engagement group) at the co-design workshop.

---

## Precedents

Precedents allow designers to move quickly towards a solution by allowing the designers to reflect or reject values and use of past designs.

### Organisation's 'personal' online platforms

Non-profit organisations already have their own 'online platforms' — their websites. However, my research, and immersion in the sector, has shown that organisations do not have the resources and skills to upkeep their platforms to a beneficial standard. By analysing each of the workshop's non-profit organisation's websites, the key findings I found were: WREMO, Caritas and Rotary have no information on how to volunteer, Age Concern, BATS, Girl Guiding, Hagar, Just Speak and Cats Protection lack visuals to give an insight on volunteering experiences; Hagar and Caritas have an email based volunteer system; Victim Support, Girl Guiding, Hagar and Caritas have poorly executed events pages; and the local branches of federation based organisations have poor websites in comparison to their mother organisation (Rotary), or have no website of their own (Wellington Host Lions). Three out of the 21 organisations have good call to action buttons on their homepage for volunteers, and Saint Vincent De Paul provides reasons to volunteer with good role descriptions. Te Omanga Hospice was the only all round good example of an organisation which has crafted their website to provide a good experience for potential volunteers. Websites can contain a lot of features to help community building, volunteer engagement and management for non-profit organisations, but many organisations do not have the capacity to harness these. Organisations also use social networking platforms for their community management.

I analysed the non-profit organisation's performance on their use of social networking sites for community management which includes their supporters, members,

donors and volunteers. Only one of the organisations, Cats Protection, did not have a Facebook page. As many of these organisations are using these platforms to tell their stories, I analysed the responses they get from their supporters (people who have liked their page). The results are in Fig. 80. Twelve of the 18 organisations make good use of the events feature on Facebook. The results of event turn-out against supporter numbers can be seen in Fig. 81. Similar results can be seen for their Twitter engagement, and the three organisations that have Instagram accounts received slightly higher engagement as can be seen in graph 4, possibly because of that platform's visual mode. These results raise questions on these platforms' ability to convert passive digital engagement, which can be seen as poor, into active participation. Were these platforms designed for community engagement and management?

Figure 80. The logos of the nonprofits which attended the co-design workshop.

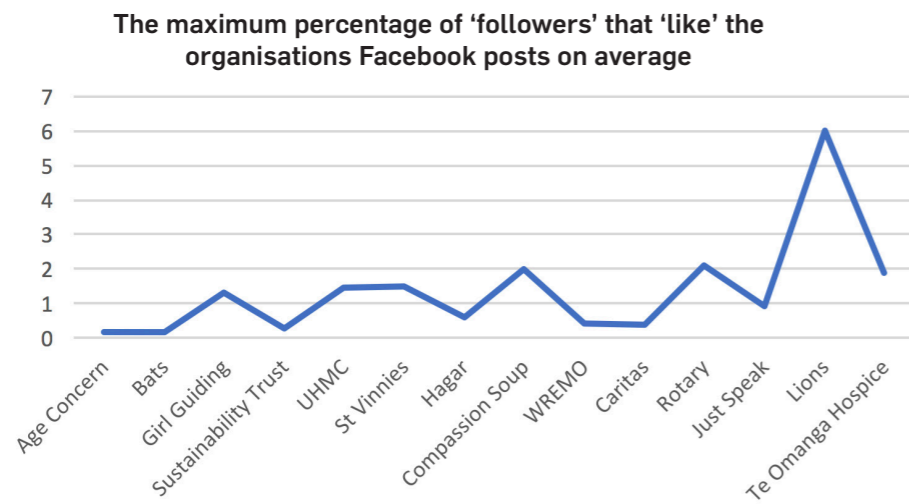
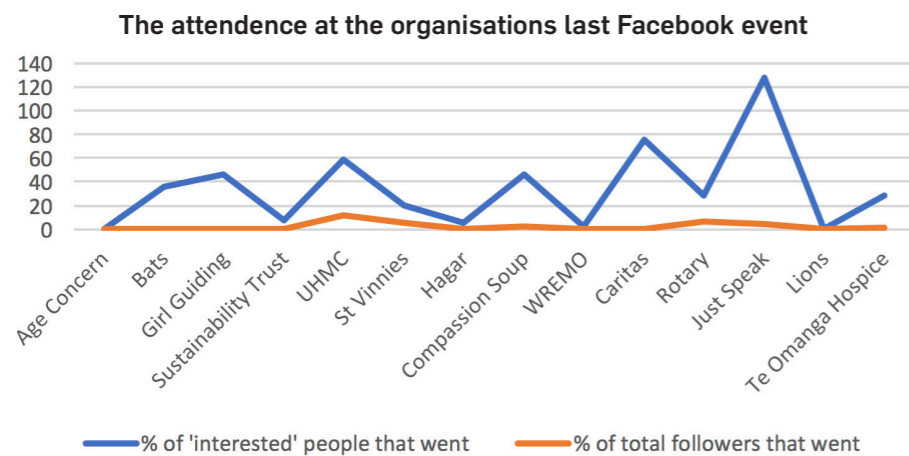


Figure 81. The logos of the nonprofits which attended the co-design workshop.



## Volunteer centre platforms

Three things stood out: bad design, long registration forms, and really long disengaging lists.

Many cities in New Zealand have their own volunteering centres which are independent non-profit organisations with their own online platforms to connect local volunteers to local volunteer opportunities. Upon analysing the volunteering platforms, three things stood out: bad design, long registration forms, and really long disengaging lists (Fig. 83, 85, 87). These centres face the same problem as the other organisations in that they lack resources. What was positive to see was a group of five volunteer centres, Canterbury, Marlborough, Bay of Plenty, Mid and South Canterbury and Nelson, got together and designed an online platform to use between themselves called 'Volunteer Match' which can be seen in Fig 85. To me, this is a step in the right direction for sharing effective resources, although from a young person's perspective the platform still does not provide many incentives or much encouragement to get involved. It was nice to see Volunteering Kapiti share five accounts of volunteering stories from 60-year-olds though.

## Competitive Audit

There are already several online volunteering programs available. I analysed two New Zealand ones, Seek Volunteer (Fig. 88) and Be Collective (Fig. 89), and two international ones, Do Good Jobs (Fig. 92) and Help Tank (Fig. 91), which all repeat the same boring, formal list format search experience. The platform which I felt was least appealing was Be Collective whose dashboard looks and feels like WordPress.org's dashboard. It is an Australian and New Zealand platform which hasn't had a strong uptake. Search results for volunteering roles in Wellington showed one opportunity with Boomerang Bags (who needed 30 people and had zero applications), and then a list of Australian opportunities which are a five hour flight away from me.



Left. Figure 82. Volunteer Wellington's website.

Right. Figure 83. Volunteer Manawatu's registration form.

Left. Figure 88. Seek Volunteer's volunteer role search page.

Right. Figure 89. Be Collective's personal profile dashboard.

Right. Figure 90. Do Good Jobs job listing page.



Left. Figure 84. Volunteer Wellington job search form.

Right. Figure 85. Volunteer Mid & South Canterbury's volunteer role search page.

Left. Figure 91. Help Tank's homepage.

Right. Figure 92. Do Good Job's Job description page.

Left. Figure 86. Volunteer Marlborough's event calendar.

Right. Figure 87. Volunteer Whanganui's available volunteer roles page.

## Gamified Platforms

Four international volunteering platforms named Skills for Change, GiveGab, Cause Cast and IVHQ use gameful approaches to improve volunteer engagement and experiences. It was exciting and entertaining to see Skills for Change introduce a playful context from the start — “get ready to use your skills and wits to battle the world’s toughest challenges.” (Fig. 92) I was not in favour of how many people can choose to work the same “mission”, and then the organisation will choose the “best entry”. This could make a volunteer’s efforts redundant if the organisation doesn’t choose to use their work. Givegab attempts to reward volunteers with stickers and badges to put in their “sticker book”. (Fig. 93) Badges can be an effective reward and motivational mechanisms, but the way Givegab has executed the badges appears very childish. Another observation is that the appearance of the volunteers’ profiles looks very indigestible. Causecast is a corporate social impact program which I found was particularly good at impact tracking and reporting; tallying the total number of hours volunteered, and capturing stories through photos which can later be used by the organisations for marketing, PR and recruiting. At Pivot, Volunteering New Zealand’s annual conference, Ben Brown, head of impact, risk and people at IVHQ, based in New Plymouth, spoke on gamifying volunteering. He explained how IVHQ used a gamified system to ensure their volunteers were well prepared for their roles. The outcomes of using gamification was that training completion rates increased from 70%–85%, the number of enquiries were reduced, and volunteering experience reviews were improved. From looking at these precedents I realised there could be a lot of potential within gamification to engage young people in volunteering which these platforms have not yet fully explored. I felt the need to research gamification and gameful design more.

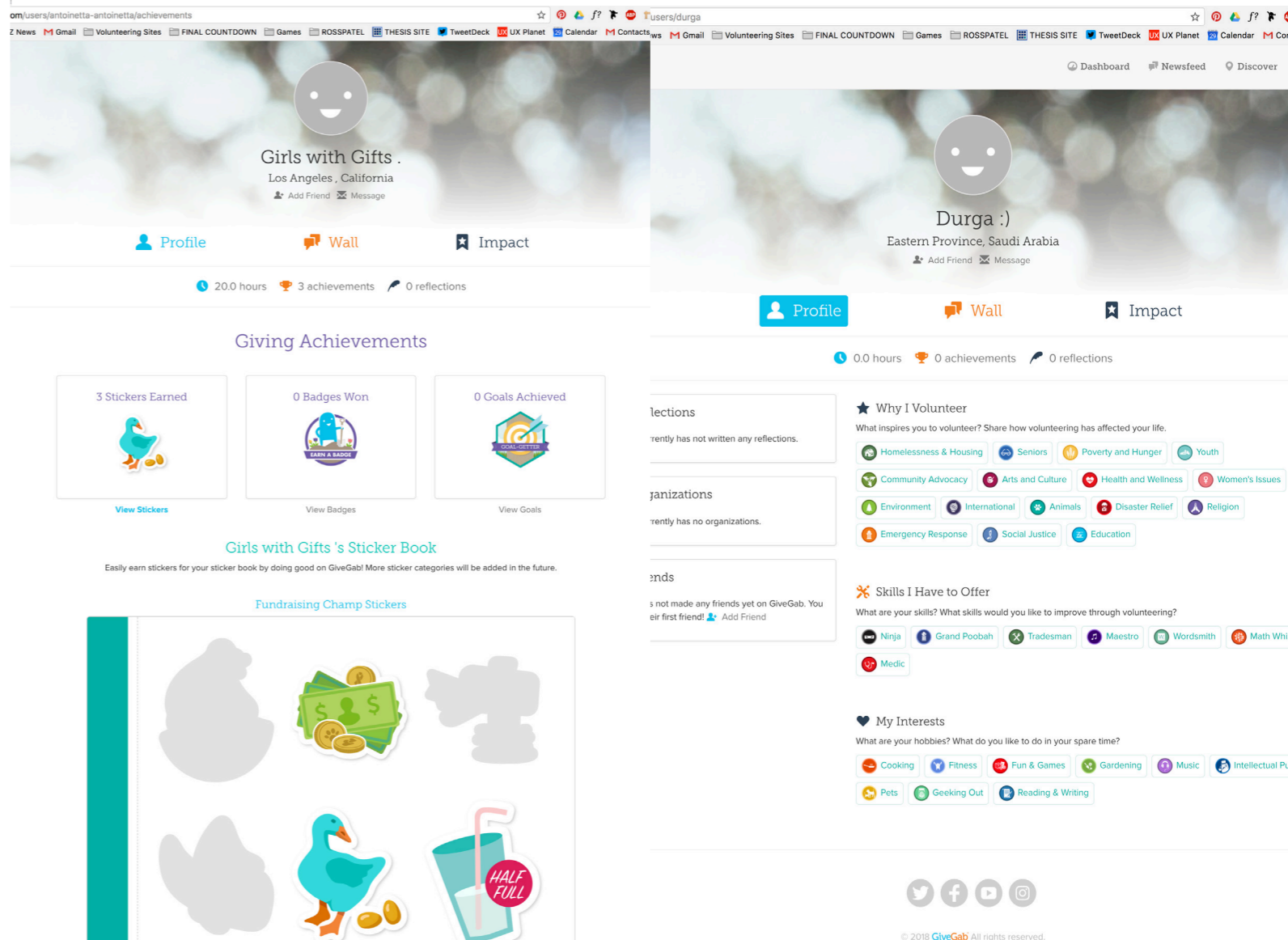


Figure 91. Ben Brown from IVHQ talking about Gamification at Volunteering New Zealand’s Pivot conference.

Figure 92. Skills for change landing page.



Figure 93. Give Gab’s user profiles.



### THE CHALLENGE:

Our volunteers:  
 70% are aged 18-24  
 Digital natives  
 Short attention spans  
 High expectations of their impact  
 First time travellers  
 Supported and trained remotely

### THE SOLUTION:

Information and training:  
 Bite sized (and document free)  
 Self directed  
 Gamified and reward driven  
 Scenario based  
 Outcome focused

# Gameful Theory

Games have the ability to motivate a remarkable amount of goal-directed behaviour, keep people engaged for a long period of time, build relationships and trust between people, develop creative potential and find the right difficulty level to engage their users making it an intrinsically motivating activity (Dichev, Dicheva, Angelova, & Agre, 2014). Here I analyse how gameful practices and ideas can be applied to the volunteering context.

## Games – A motivation tool

“Gamification is the use of game thinking and game mechanics in non-game contexts to engage the users in solving problems.” (Deterding, Dixon, Khaled, & Nacke, 2011, P. 5) In general, “gamification attempts to superimpose the stimulating motivational aspects of the game world onto the life world.” (Dichev et al., 2014, p. 81) Gamification is a popular tactic to encourage specific behaviours and increase engagement. It has been applied in many domains such as helping people become healthier (eg. Nike+1, ZombiesRun), more productive (Sheth, Bell, & Kaiser, 2011), more eco-friendly (Inbar, Seder, Tractinsky, & Tsimhoni, 2011), and helping people learn new techniques and use new tools (Dong et al., 2012). I am going to see if it be applied to civic participation.

## The power of play

Jane McGonigal in her book Reality is Broken says play involves voluntary participation, enhancing experiences and a feedback system; the same things that youth expect to find in volunteering. Play also fulfils many of our genuine human needs while providing things which our own personal 'real worlds' can often miss, as well as provoking positive emotions. (Fig. 95)

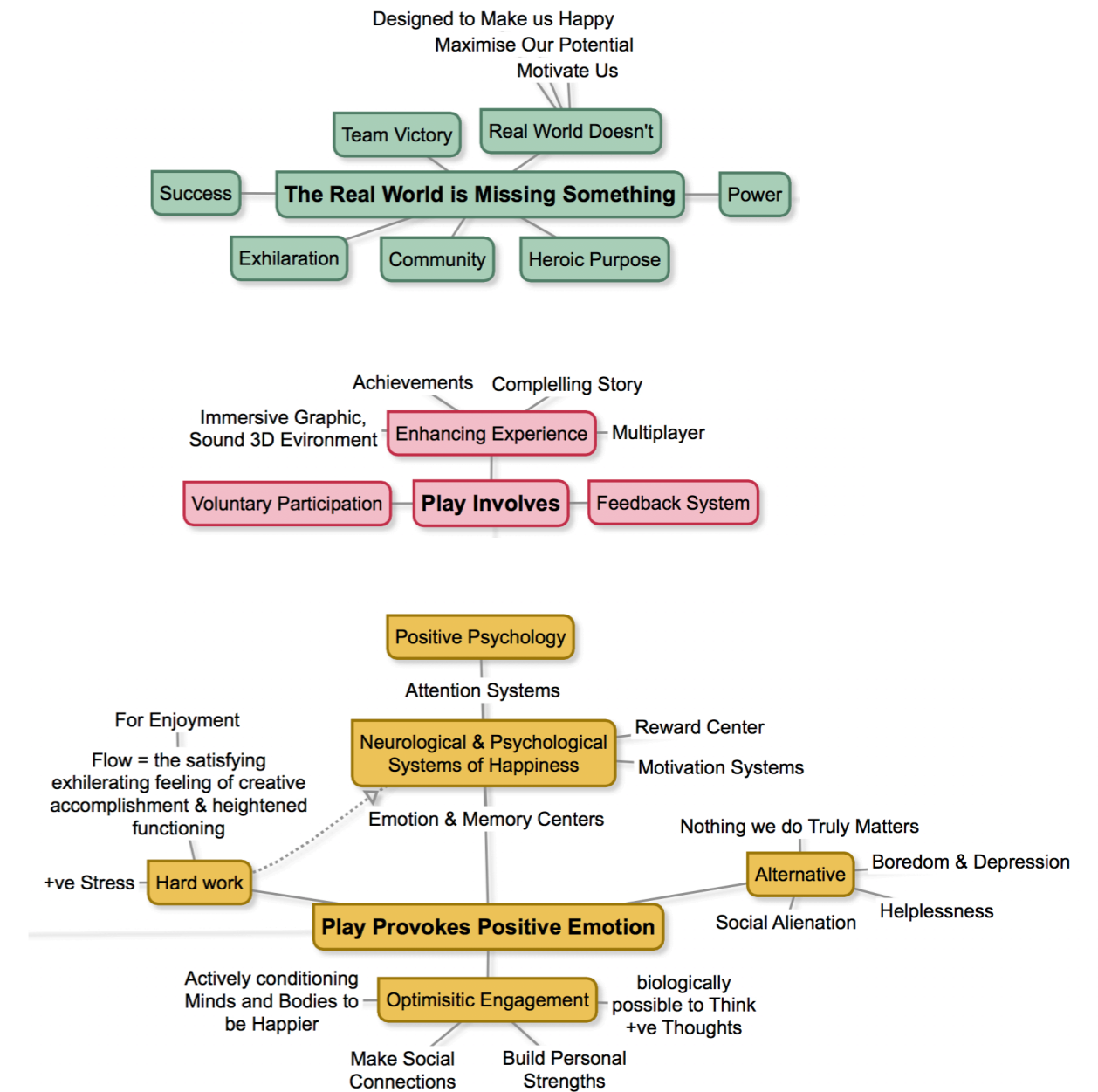


Figure 95. How play fulfils humans genuine needs.

## Experiencing flow

Flow is the satisfying, exhilarating feeling of creative accomplishment and heightened functioning (Csikszentmihalyi, 1975). Csikszentmihalyi found that there is a depressing lack of flow in everyday life and an abundance in gamelike activities (McGonigal, 2011). Jane McGonigal, a game designer and author of Reality is Broken, said we need to integrate more gameful work in our everyday life, more flow. "During this type of highly structured, self-motivated hard work, we regularly achieve the greatest form of happiness available to human beings: intense, optimistic engagement with the world around us" (McGonigal, 2011, p. 36). Jane referencing Csikszentmihalyi said "Our most pressing problems — depression, helplessness, social alienation, and the sense that nothing we do truly matters — could be effectively addressed by integrating more gameful work into our everyday lives" (McGonigal, 2011, p. 36). A major flow experience can improve our mood for hours, or days after. I would like see if people can experience flow through gameful voluntary work.

## Making our own happiness

One thing all positive psychologists agree on is that there are many ways to be happy, but we cannot find happiness — we have to make our own happiness by working hard on activities that provide their own reward, intrinsic rewards (McGonigal, 2011).

Intrinsic rewards include:			
1.	2.	3.	4.
<b>Satisfying work,</b> where we can see the direct impact of our efforts	The experience, or at least the hope, of <b>being successful</b>	<b>Social Connection</b>	<b>Meaning</b> — the chance to be something larger than ourselves.

Can this platform provide these intrinsic rewards through the voluntary activities, allowing users to experience happiness?

## Bringing meaning

Playing a game means making choices and taking action, so the game system should be designed to support meaningful kinds of choice making

The article Game design and meaningful play written by Katie Salen and Eric Zimmerman states, "the goal of a successful game is the creation of meaningful play" (Salen & Zimmerman, 2005, p. 60), therefore learning to create experiences with meaning is the most important goal for a game designer. "Meaningful play comes from the interaction between players and the system of the game, and the context in which it is played." (Salen & Zimmerman, 2005, p. 60) Playing a game means making choices and taking action, so the game system should be designed to support meaningful kinds of choice making. Meaningful refers to the emotional and psychological experience of inhabiting a well-designed system of play. I feel meaningful kinds of choice making can be achieved through a gameful volunteering platform. Meaningful play engages aspects from the formal, social and cultural levels of a game simultaneously (Salen & Zimmerman, 2005). Examples can be seen in Fig. 96. This is what youth are wanting — meaningful experiences.

Level	Action	System	Interaction
<b>Formal level</b>	Mathematically strategic move	Mathematical System	The formal interaction of the game's objects and places
<b>Social Level</b>	Two players using a game as a forum for meaningful communication	Social Interaction System	The social interaction of players
<b>Cultural Level</b>	Champion Chess mates can be used as occasions for Cold War political propaganda	System that abstractly simulates war	The cultural interaction of the game with contexts beyond its space of play

Figure 96. Meaningful play at the formal, social and cultural level.

## Creating a magic circle

How would users of the platform jump in and out of the game or play? To understand this we need to understand the way games create their own time and space separate from ordinary life (Salen & Zimmerman, 2004). "The frame of a game is what communicates that those contained within it are "playing" and that the space of play is separate in some way from that of the real world." (Salen & Zimmerman, 2004, p. 94) This frame is psychological, but can often have a physical representation such as the boundary line on the cricket pitch, the game board, the screen on a device, or also be abstract, such as the rules that govern a game (Apter, 1991). The frame of the game creates the feeling of safety. We call this frame the magic circle — a special place in time and space created by a game — a concept inspired by Johann Huizinga's work on play. "Within the magic circle, special meanings accrue and cluster around objects and behaviours. In effect, a new reality is created, defined by the rules of the game and inhabited by its players." (Salen & Zimmerman, 2004, p. 96) The relationships among players (in this case volunteers and organisations) will also take on special meaning within the magic circle.

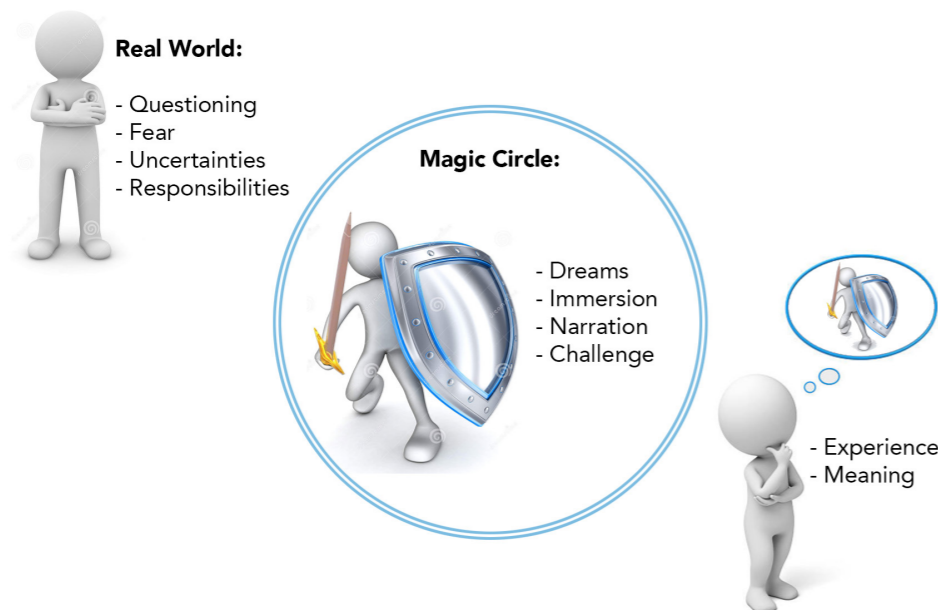


Figure 97. The idea of the Magic Circle.

## Building culture

Games are systems, and we can determine whether a game is an open or closed system, whether the boundary is closed, framing a completely self-contained world inside; or whether it is open, allowing for interchange between the game and the world beyond its frame. Littlejohn explains that "a closed system has no interchange with its environment. An open system receives matter and energy from its environment and passes matter and energy to its environment". (Littlejohn, 1989, p. 41) "Whether a game is an open or closed system depends on which schema is used to understand it; whether the game is framed as rules, as play, or as culture (Fig. 98) (Salen & Zimmerman, 2004). For the volunteering context the aim is to create a play and cultural system so that the platform can grow awareness and the practice of civic mindedness and engagement.

Rules	Play	Culture
Games considered as RULES are closed systems.	Games considered as PLAY can either be closed-systems or open systems.	Considered as CULTURE, games are extremely open systems.
Considering games as formal systems means considering them as systems of rules prior to the actual involvement of players.	Framed as the experience of play, it is possible to restrict our focus and look at just those play behaviours that are intrinsic to the game, ignoring all others. At the same time, <b>players bring a great deal in from the outside world: their expectations, their likes and dislikes, social relationships,</b> and so on. In this sense, it is impossible to ignore the fact that games are open, a reflection of the players who play them.	In this case, the internal functioning of the game is not emphasised; instead, as a cultural system <b>the focus is on the way that the game exchanges meaning with culture at large.</b> In considering the cultural aspects of professional Football – political debates over Native American team mascots, for example – the system of the game is opened up to expose the way that it interfaces with society as a whole.

Figure 98. Games schema; rules, play and culture.

## Giving the opportunity to be part of something bigger

“Philosophers, psychologists, and spiritual leaders agree: the single best way to add meaning to our lives is to connect our daily actions to something bigger than ourselves – and the bigger, the better.” (McGonigal, 2011, p. 97) Epic is one of the most important concepts in gamer culture. “A good working definition for “epic” is something that far surpasses the ordinary, especially in size, scale and intensity. Something epic is of heroic proportions. Games create an epic scale in three ways though epic; contexts, environments and projects.” (McGonigal, 2011, p. 98) Gamers love epic games because they are awe-inspiring. Awe is a unique emotion; it is when we realise we are in the presence of something bigger than ourselves. It is linked with feelings of spirituality, love and gratitude, and, most importantly, a desire to serve. Meaning is the feeling that we are part of something bigger than ourselves that has significance and worth not just to us, but a larger group or even the entire human species. This can be achieved through the online volunteer platform. Jane McGonigal says we need a way to connect with others who care about the same massively scaled goal we do, and we need a chance to reflect on the truly epic scale of what we are doing together.

“Halo is probably the best game in the world at turning a story into a collective context and making personal achievement feel like service. Halo has extensive online community features such as discussion forums, wikis, and file sharing (so that players can upload and share videos of their finest gameplay moments).” (McGonigal, 2011, p. 101) “Joining any collective effort and embracing feeling of awe can help us unlock our potential to lead a meaningful life and to leave a meaningful mark on the world.” (McGonigal, 2011, p. 113)

## Crowdsourcing

Both Wikipedia and Investigate Your MP's Expenses (a crowdsourcing game made by the Guardian to investigate a million uncatalogued documents for MPs' expenses) shows there are significant crowdsourcing projects succeeding, and they all have one thing in common: they're structured like a good multiplayer game. Investigate Your MP's Expenses software developer Simon Willison said “the number one lesson from the project was: make it feel like a game, and that “any time that you're trying

## If your not giving people the 'I rock' vibe, you're not getting people to stick around

to get people to give you stuff, to do stuff for you, the most important thing is that people know that what they're doing is having an effect. If your not giving people the 'I rock' vibe, you're not getting people to stick around.” Wikipedia makes a good game by providing a good game world, good mechanics and a good game community which requires two things: plenty of positive social interaction and a meaningful context for collective effort. As Wikipedians describe it: “Every unique location (article) in the game world (encyclopedia) has a tavern (“talk page,” or discussion forum) where players have the opportunity to interact with any other player in real time. Players often become friends with other players, and some have even arranged to meet in real life (“meetups,” or face-to-face social gatherings for frequent Wikipedia contributors).” (McGonigal, 2011, p. 230) In a similar way, a volunteer platform can also be made into a good crowdsourcing game. If crowdsourcing is the theory, then games are the platform.

## Investigate your MP's expenses

Join us in digging through the documents of MPs' expenses to identify individual claims, or documents that you think merit further investigation. You can work through your own MP's expenses, or just hit the button below to start reviewing. (Update, Fri pm: we now have a virtually complete set of expenses documents so you should be able to find your MP's) Already created an account? [Log in here.](#)

We have **458,832** pages of documents. **32,755** of you have reviewed **225,443** of them. Only **233,389** to go...

[Start reviewing](#)

Please read our [privacy policy](#) to find out how we use your data. You must also read our [terms of service](#). By reviewing pages, you are agreeing that you have read the terms of service, and that you agree to them.

Figure 99. Investigate your MP's Expenses landing page.



Figure 100. Des Browne MP's expenses page on Investigate your MP's Expenses website.

### Creating a sustainable engagement economy

A sustainable engagement economy works by motivating and rewarding participants with intrinsic rewards. Emotions drive this new economy, and positive emotions work as an infinitely renewable source of incentive to participate in big crowd projects. In this engagement economy we're competing for brain cycles and heartshare. Game designers "have been honing the art of mass collaboration for years." (McGonigal, 2011, p. 243) Games inspire extreme effort and create communities that stick together long enough to get amazing things done together. "Compared with games, reality is unsustainable because the gratifications we get from playing games are an infinitely renewable resource." (McGonigal, 2011, p. 244) Creating a sustainable engagement economy is the right direction to go for this platform.

### A gameful framework for volunteering

#### Gameful Design

Gamification has received criticism for not being systemic, being reward-oriented, being pattern-bound and not user-centric. So video game- and digital media designers have coined a different term for their practice of gamification called 'gameful design' (Deterding, Khaled, Nacke, & Dixon, 2011). The different approaches of gamification and gameful design can be seen in Fig. 102.

Criticisms of industry gamification applications			
Not systemic	Reward-oriented	Not user-centric	Pattern-bound
Merely adding game design elements, instead of approaching the applications as systems, where experiences emerge from the dynamic interaction of users with all system components.	Focussing on motivating through rewards instead of the intrinsic motivations characteristics for games, like competence.	Emphasising the goals of the system owner, neglecting or even being detrimental to the users' goals.	Limited to a small set of feedback interface design patterns (points, badges, leaderboards), rather than affording the structural qualities of games that give rise to gameful experiences.

Figure 101. The criticisms of industry gamification applications.

Gamification	Gameful Design
Relies on operant conditioning (reward, punishment)	Harnesses the games principles (feedback, agency, emotion) [49].
Is about adding to an existing platform, curriculum or service	Is about integrating into design from the ground up
Is about extrinsic motivators and rewards like points levels, badges, leaderboards.	Gameful design is about intrinsic motivators like positive emotion, relationships, meaning, and accomplishment.

Figure 102. The differences between gamification and gameful design (Chen, 2012).

### Applying gameful design

"The true gamification implies to think like a game designer and to consider it as a way of reflecting, as an experience." (Dichev et al., 2014, p. 95) To apply good gamification/ gameful design an extended inventory of techniques which balances extrinsic and intrinsic motivations should be used. These techniques include:

1. Setting goals and breaking them down into simple objectives and steps
2. Using points and incremental levels as a measurement mechanism
3. Giving users a sense of progression
4. Awarding badges to recognise achievements and skill-acquisition

Additional dynamics include:

5. Giving users the ability to decide the types of tasks they would attempt
6. Allowing users to determine how much tasks would count towards their final stage/level
7. Sharing earned skills amongst users; requiring the completion of specific assignments tasks in order to 'unlock' other challenges
8. Displaying generalised information regarding other users' performance

(Holman, Aguilar, & Fisherman, 2013)

### Creating a gameful framework for civic engagement

Whilst researching wellbeing in relation to volunteering I read an article called "What's different about how volunteers work? Relationship building for wellbeing and change" which introduced the self determination theory which has been used to understand volunteer motivation (Oostlander et al. 2013; Bidee et al. 2013; Halvas, Hofmans and Pepermans, 2012) and performance (Millette and Gagne, 2008). The theory indicates there are three qualities of experience; competence, relatedness and autonomy which people find intrinsically rewarding across all cultures, and these feelings can provide people the initiative, motivation and capacity to shape their environments for the better (Aked, 2015). When reading this I concluded that player-centric design, or game design principles that intrinsically stimulate competence, relatedness and autonomy rather than a narrow focus on interface design patterns like points and badges can create a gameful framework for volunteering. Increasing the experiences of relatedness, competence and autonomy can lead to the social change outcomes of participation, empowerment and ownership as shown in Fig. 103.

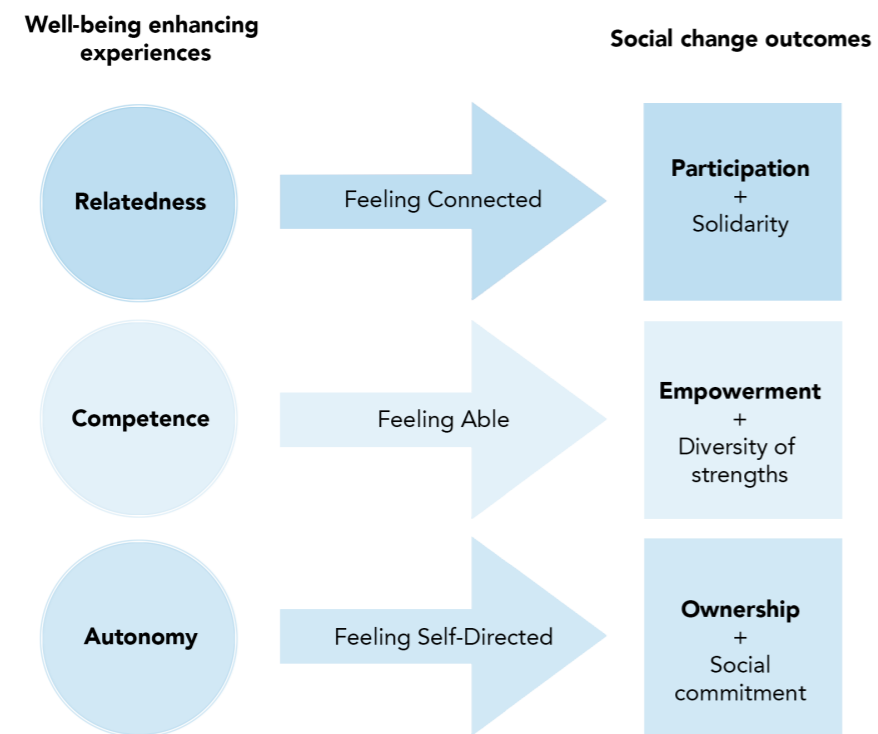


Figure 103. Mapping qualities of well-being experiences with social change outcomes.

"Gameful design is about intentionally designing for gamefulness in the development of non-game environments using game design thinking. Rather than focusing on extrinsic motivators, game elements are now used as design lenses to improve the overall experience of the task. Instead of attaching game mechanics to various tasks, the tasks themselves are supposed to be designed in a manner similar to game design." (Dichev et al., 2014, p. 95)

# PRACTICE (ACTUAL) DESIGN PROCESS

# Prototyping

During the prototyping phase of the design thinking process, I produced a number of lo-fi versions of the platform while developing its specific features. This is an experimental phase, and the aim was to identify the best possible solution for the problems identified during the first three stages. The prototypes and their features were investigated one by one and either accepted, improved and re-examined, or rejected on the basis of user experience.

## Prototype 1 - Determining the components

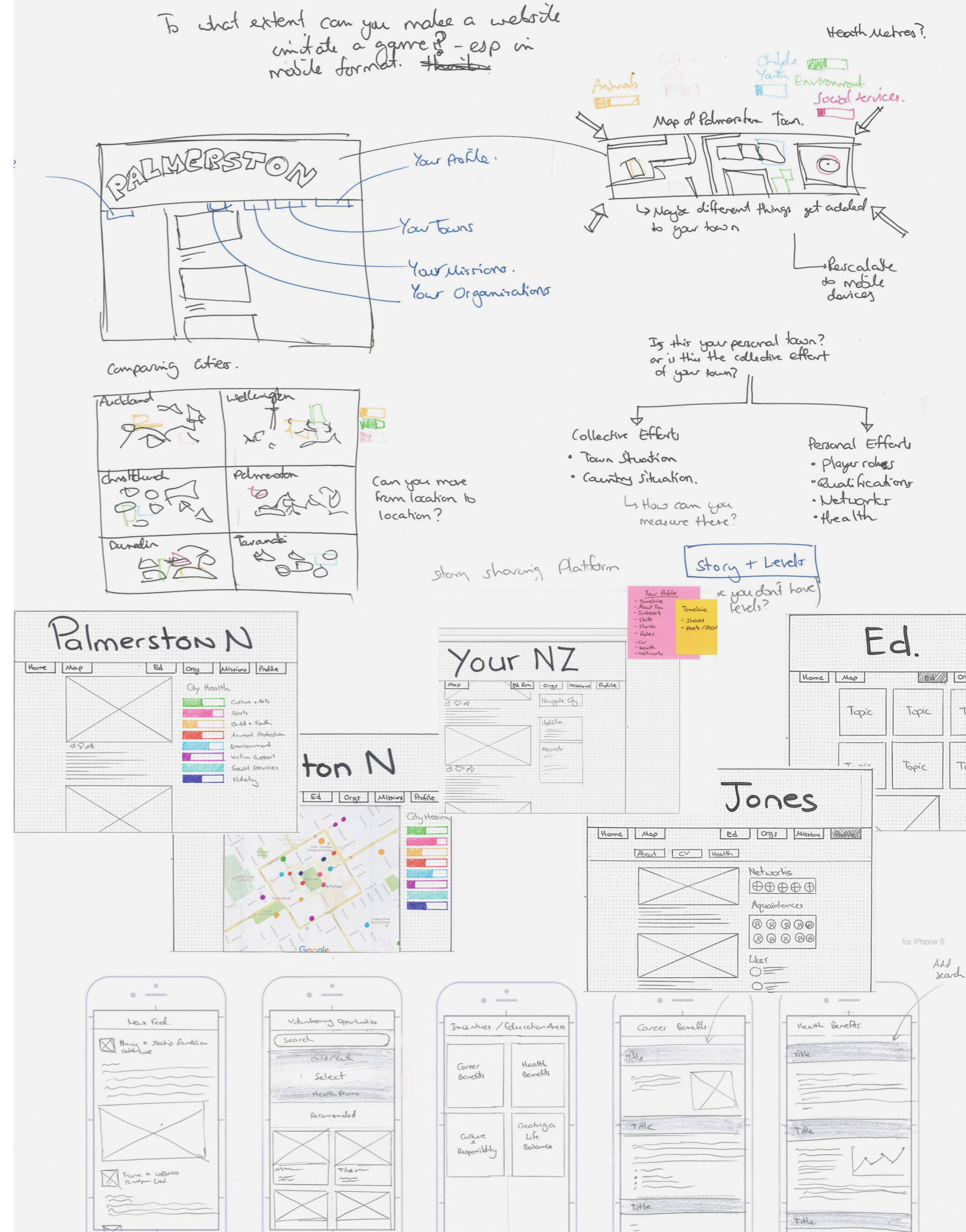
This rapid prototype allowed me to understand the main components and functions which needed to be in the platform to allow users to easily find volunteer roles.

## Prototype 2 - Deciding game mechanics

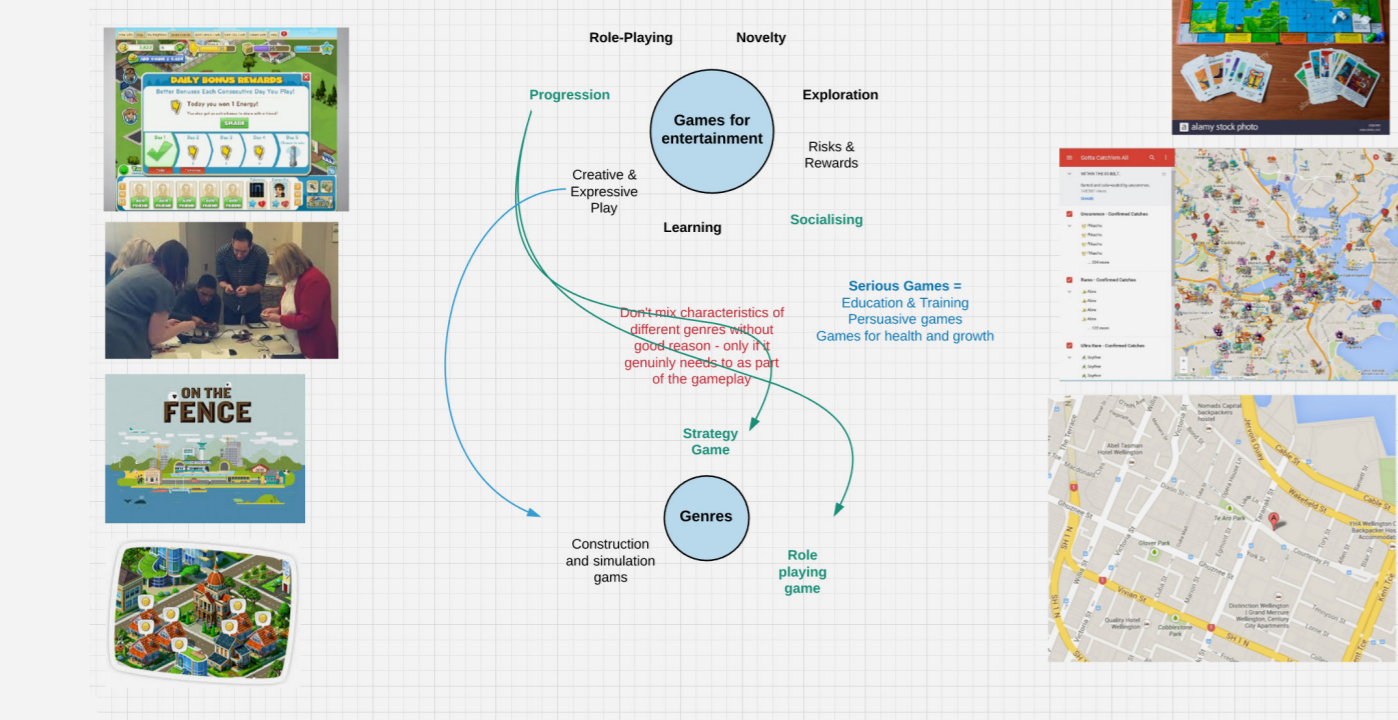
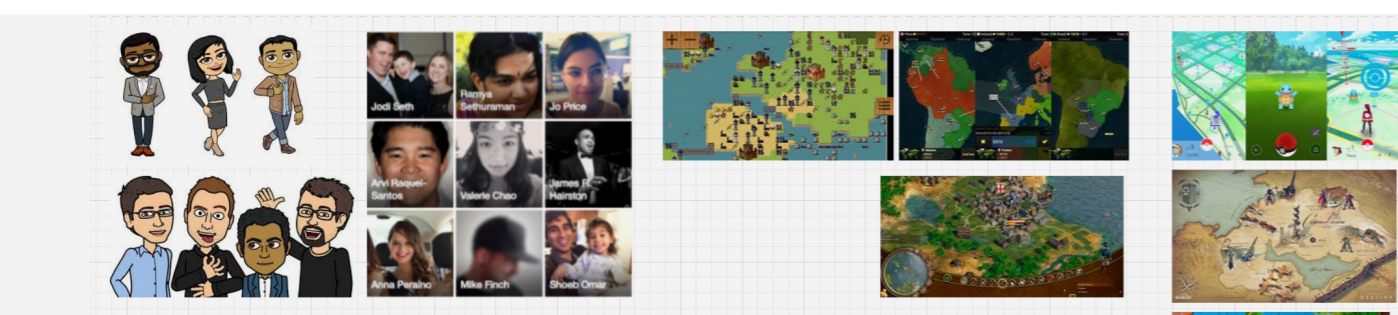
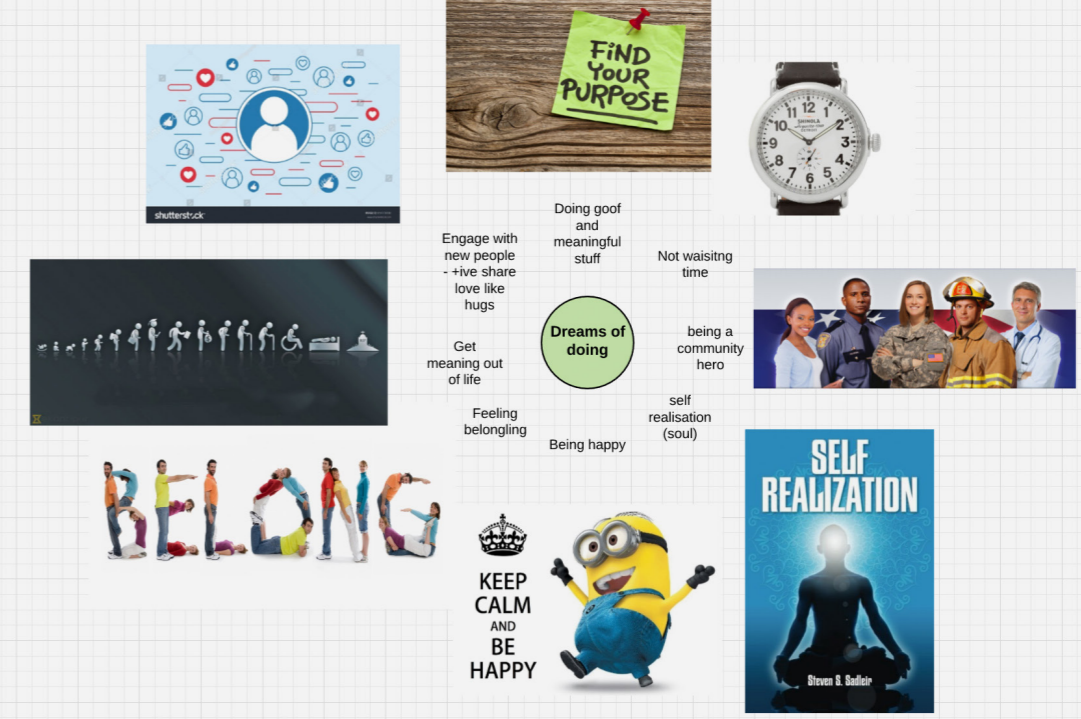
After an extensive exploration into the game genre, mechanics, and the role of the users prototype two was made. At this stage the mechanics included earning coins which could be donated to a chosen charities, but this idea was put aside after to concentrate on just the volunteering aspect. There was the element of making your own virtual city within the platform which also was removed after this prototype.

## Prototype 3 - UX Development

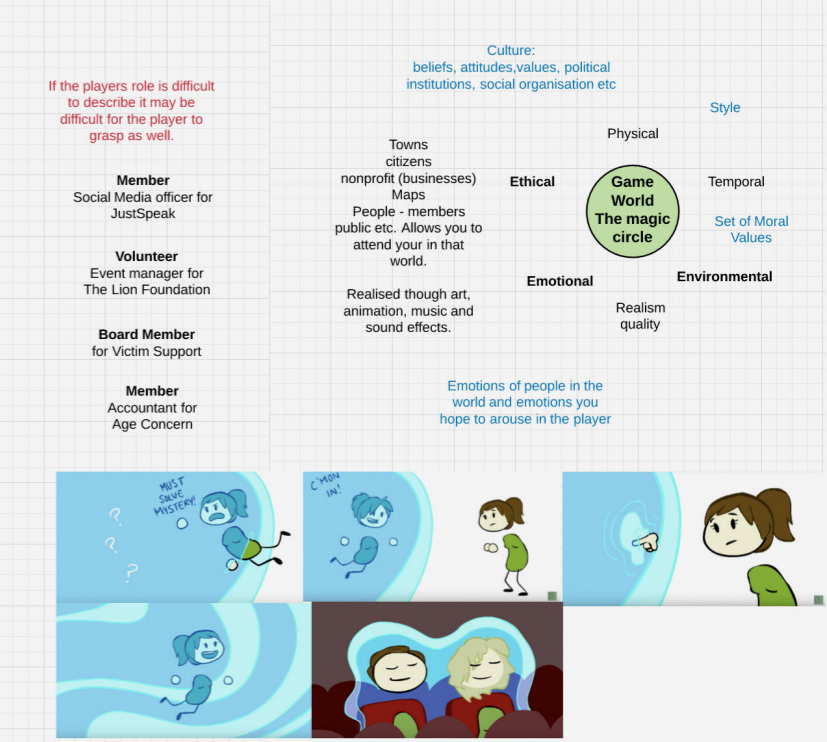
Prototype three shows the defining of navigation menus. This was a result from the exploration into the user experience, hand gestures, and navigation elements.



Understanding what components are required in the platform.



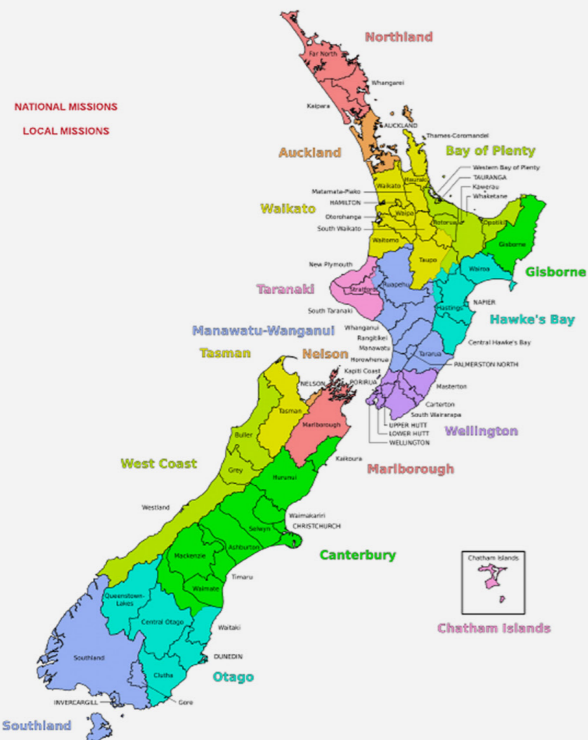
The Primary Gameplay mode	The perspective in which the player views the game world	The interaction model in which he influences the game world	The challenges the world presents to him in that mode	The actions available to him to overcome those challenges.
<b>Main Components</b> Strategic - completing missions	Views the world as a place to make improvements for everyone	Interacts through completing missions	Missions are the challenges	Organise, teamwork, collect, solve.
<b>Socializing</b> Second gameplay mode is Sharing and Socialising. Sharing Stories and being involved in communities	Views the world as a place with a lot of people and communities to engage with	Chatting, Liking, Loving, commenting, contributing topics, stories, photos, videos etc.	The challenge is to connect with people and interact	Commenting, liking, gifting, befriending



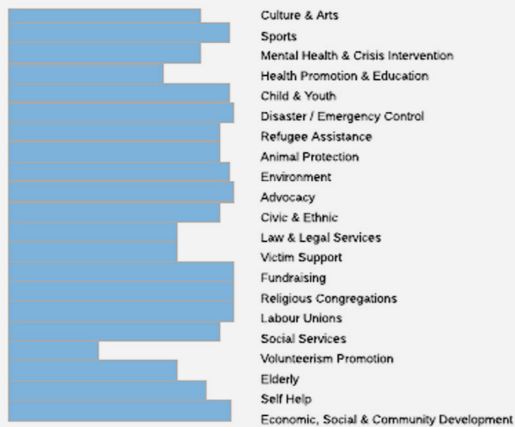
Top: Prototype 1. Bottom: Deciding the game genre.

Understanding how to fulfill the dream.

# Country and regions needs



## Country Health



# Choosing a mission

1. Select Cause Category or Job Category

Cause Categories	Job Categories
Culture & Arts	Accounting & Finance
Sports	Administration & Office Management
Mental Health & Crisis Intervention	Art, Craft & Photography
Health Promotion & Education	Companionship & Social Support
Child & Youth	Counselling & Help lines
Disaster / Emergency Control	Disability Support
Refugee Assistance	Driving & Transportation
Animal Protection	Education & Training
Environment	Food Preparation & Service
Advocacy	Events & Fundraising
Civic & Ethnic	Governance, Board & Committee
Law & Legal Services	Information, Tour Guides & Heritage
Victim Support	IT & Web Development
Fundraising	Marketing, Media, Communications & Design
Religious Congregations	Mediation & Advocacy
Labour Unions	Entertainment & Music
Social Services	Research, Policy & Analysis
Volunteerism Promotion	Retail & Sales
Elderly	Safety & Emergency Services
Self Help	Languages
Economic, Social & Community Development	Sport & Physical Activities
	Trades & Maintenance
	Tutoring & Mentoring
	Writing & Editing

2. Select Mission Challenge

A screenshot showing various mission challenges with their respective difficulty levels (stars) and coin values. The challenges include: Administration Support (1 coin, 1 star), Community Association Secretary (1 coin, 1 star), Minute Taker (1 coin, 1 star), EXERCISE CLASS CO-ORDINATOR (3 coins, 3 stars), Community Funding Administrator (1 coin, 1 star), and Local Co-ordinator: Rolleston (1 coin, 1 star).

These are challenges to overcome. Should they be termed "Challenges"?

3. Read mission details

- Mission Backstory
- Mission Activities
- Date Due
- Mission Mentor
- Organisation Profile

4. Send Mission Request

## Your current missions

- Mentor Chat Box / Video Call
- Group Features

# Listing a mission

1. Select Cause Category and Job Category

2. Select Mission Challenge Type

Challenges for the player to overcome

**Time Pressure:**  
- Beating the clock

**Formal logic challenges:**  
- Deduction and decoding

**Creation / Construction challenges:**  
- Aesthetic Success (beauty or elegance)  
- Construction with a functional goal

**Economic challenges:**  
- Accumulating resources or points (growth)  
- Establishing efficient production systems  
- Achieving stability or balance in a system  
- Caring for others

**Conflict challenges:**  
- Strategy, tactics, and logistics  
- Survival  
- Reduction of enemy forces  
- Defending vulnerable items of units

**Conceptual reasoning challenges:**  
- Sifting clues from red herrings  
- Detecting hidden meanings  
- Understanding social relationships  
- Lateral thinking

3. Write mission backstory

4. State Activities

5. Add difficulty level

☆☆☆

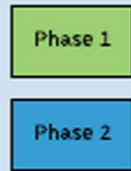
6. Add Civic Coins worth

\$\$\$

7. Add Mission Mentor

## Social Mechanics

Agile Design Process:



- Self - Helping

- Parallel - Races

- Groups - Roles

Rituals  
Gifts  
Reciprocity  
Mentoring & Twinking  
Identity

Get Donation \$\$

Get connections

Belong to Groups & Organisations

Merging / orgs joining  
Creating new organisations

Sign Petitions

- Networks - Iterative Interaction & Trust  
Guilds  
Exclusivity  
Trade & Contract  
Elections  
Influence & Power

# Non-profit organisation profile

About incl Values  
About / Information  
Services List

Activities / Events / Campaigns  
Learning / Programs

Timeline & Story  
Volunteering Stories

Current Missions  
Volunteering Opportunities

Current Fundraising

Locations  
Places  
Contact

Support & Q&A

23x Staff, 2x Ambassadors, 4x Executive, 5x Board, 46x Members, 176x Supporters  
Volunteering Management  
Community & Networks

# Civic Education and Forum

Career Benefits

Health Benefits

Culture & Responsibility

Life Balance

Maybe this is part of the gameplay

Why support non profit organisations?

## Wiki

Topics = categories

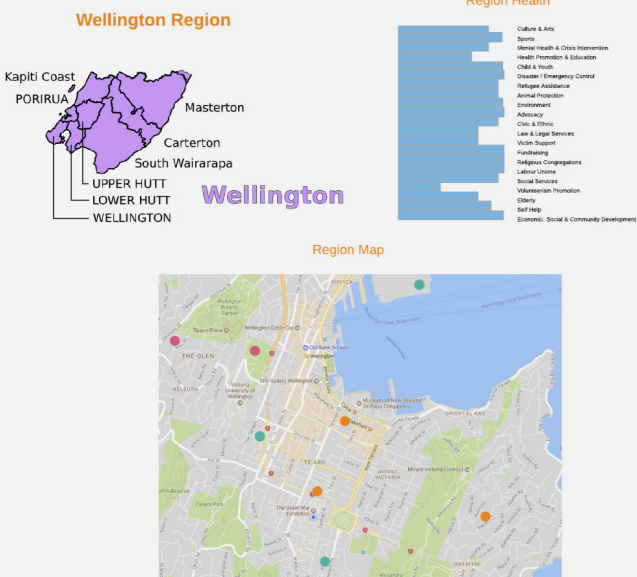
Best practice guidelines in all areas incl volunteer management

## Forums

Forum options

Post opinions?  
Discussions Topics;

- Complaints  
- Congratulations  
- Advocacy  
- Mission Ideas



Designing section by section.

# User Profile

## Roles & Organisations



2 Donor to



4 Volunteered



2 Member



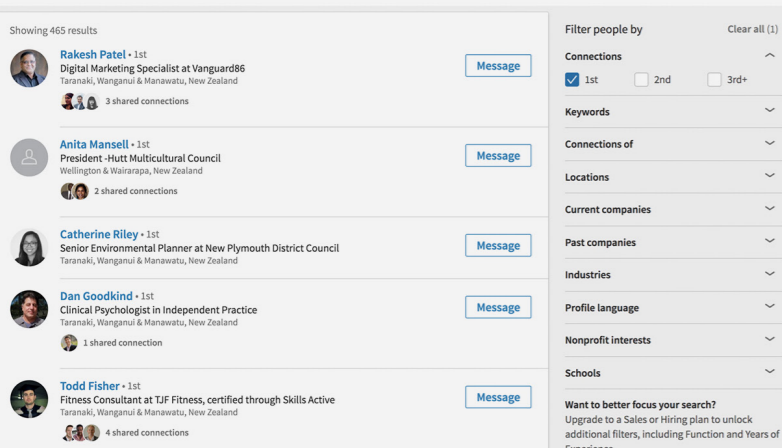
1 Honorary member



0 Board member  
0 Executive member  
0 Ambassador

(All gets added to your "CV")

## Networks, Groups, Connections



# Your Civic World

## The look of your Town

Background - Large member orgs  
Middleground - donor orgs  
Foreground - volunteered orgs

Every year the size will shrink as an incentive for you to reengage with the org



What do you want in your town?

### Games which use "making your own town mechanics"

- Simulation games - where you have to maintain your town  
- Collection games

- Make a pretty town that you believe in. You have the power to make your own town!  
(can I mix a game with a responsive web tool?  
(Maybe if you click the image it opens up another widow where you can manage your town.

WOULD THIS BE A FAD THOUGH? IS THERE REASONS TO KEEP COMING BACK TO THE GAME?

### Strong concepts coming through

You can make your town how you want it!

You have a say!

You can nake a difference!

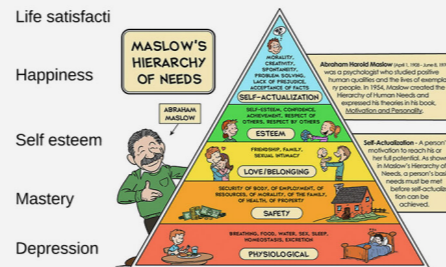
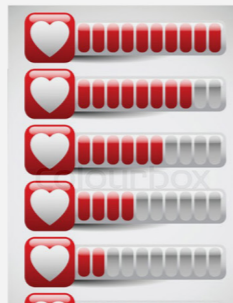
Its good to be civically involved!

There are so many great people out there that can help you, like minded people, you are part of communities! You have friends, networks to help you in life!

Maybe the town populates itself - so if you dont wish to you dont have to manage it.

But the option is there if you want to manage your own town. - The great thing is that everything in your town is everything which you have take part in

## - Private Area - Personal health meters



# Your Causes

## Cause Categories you have VOLUNTEERED for

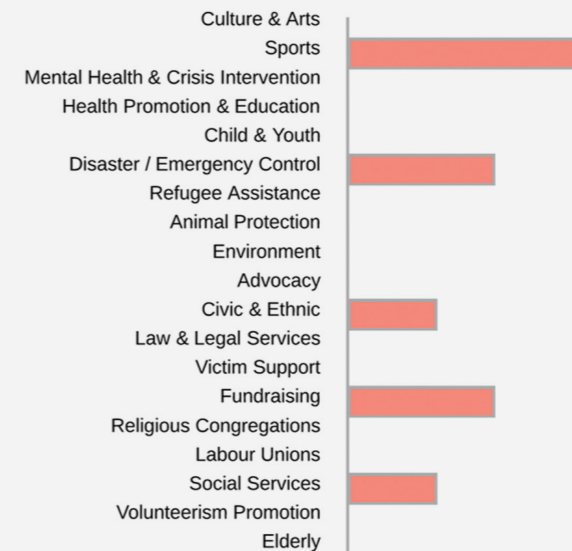


But how do these help you get better in the game? - they dont, they help you get better at life!

Once you have filled up a whole category - you get accredited in that category

LEVEL 1: 3X ☆  
LEVEL 2: 2X ☆☆  
LEVEL 3: 1X ☆☆☆

## Cause Categories you have DONATED COINS towards



# Your Skills & Work

## Your Accredited Skills

### Job Categories

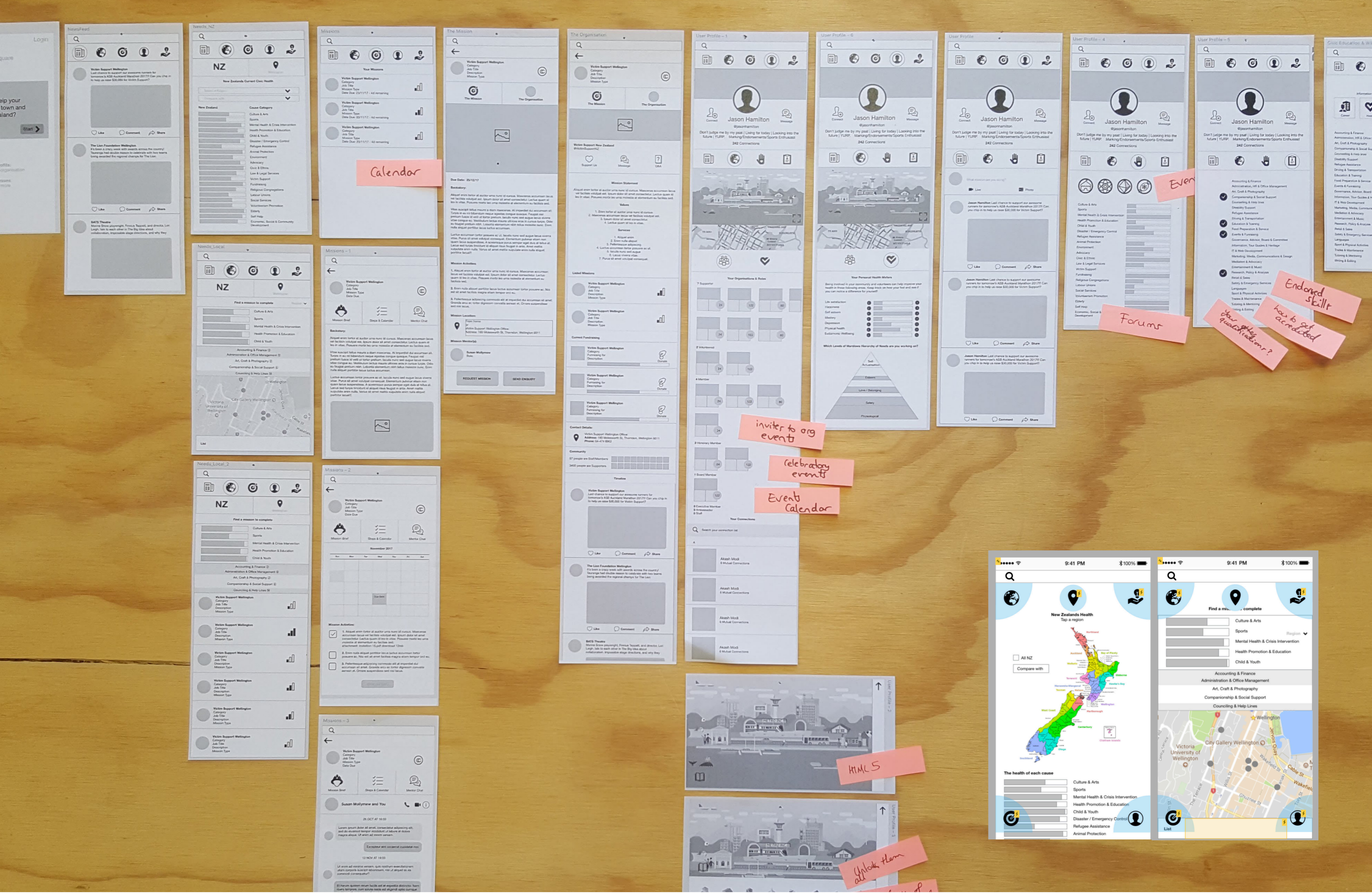
- Accredited Accounting & Finance
- Administration, HR & Office Management
- Art, Craft & Photography
- Accredited Companionship & Social Support
- Counselling & Help lines
- Disability Support
- Driving & Transportation
- Education & Training
- Food Preparation & Service
- Accredited Events & Fundraising
- Accredited Governance, Advisor, Board & Committee
- Information, Tour Guides & Heritage
- IT & Web Development
- Accredited Marketing, Media, Communications & Design
- Mediation & Advocacy
- Entertainment & Music
- Research, Policy & Analysis
- Retail & Sales
- Safety & Emergency Services
- Languages
- Sport & Physical Activities
- Trades & Maintenance
- Tutoring & Mentoring
- Writing & Editing

## Completed Mission Challenges

- 3X Time Pressure:
- 0X Formal logic challenges:
- 4X Creation / Construction challenges:
- 1X Economic challenges:
- 2X Conflict challenges:
- 2X Conceptual reasoning challenges:

# Your Timeline

About you: Background, Interests, Skills  
Your Timeline: Items & stories you have shared or been tagged in



Calendar

Events

Forums

Endorsed skill

has to get accreditation?

inviter to org events

celebratory events

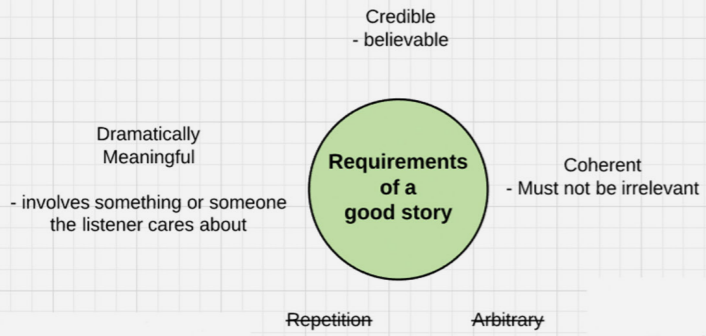
Event Calendar

HML5

all about them

# If you could tell the true story what would it be? And can you add an attractive context to it like superpowers?

Is NZ health +  
Run the World  
the right slogans?



## Gameplay 1

Keep health levels of all Public Sector Categories at 100% - community effort - keeping our country afloat by

completing all the missions that need to be done

Keep NZ Healthy!

**The Players Role:**  
- Is to become a super hero  
- Is to help improve your city  
- Is to help improve New Zealand by helping nonprofit organisations complete local and national missions

Jump up the ladder of badges  
A town Medal, NP Medal

## Gameplay 3.

No man left Behind!  
Improve the standard of every New Zealander lives by reaching out to them via appropriate sector categories.

No man left Behind!

what about the plant & animals?

## Gameplay 5.

Help Tiki transform NZ.

Tiki connects you with Nonprofits to help transform NZ.

Don't bring a middle man. It's personal & about you

## Gameplay 7

Enter the meaning of life.

Discover more purpose in your life by helping out others.

## Gameplay 2

Making NZ the Best Country in the World!

How? -> By helping / working on improving all sectors of society.

-> We will become the Best!

## Gameplay 4

Community spirit!

"We run the world"

ope NZ via organisations, missions with them & create missions with them.

## Gameplay 6.

Become a Community Hero!

Fix your neighborhoods, towns, cities & Country by helping out the organisations.

sounds individualistic

## Gameplay 9.

Increase our Liveability Ranking!

All together we can increase our

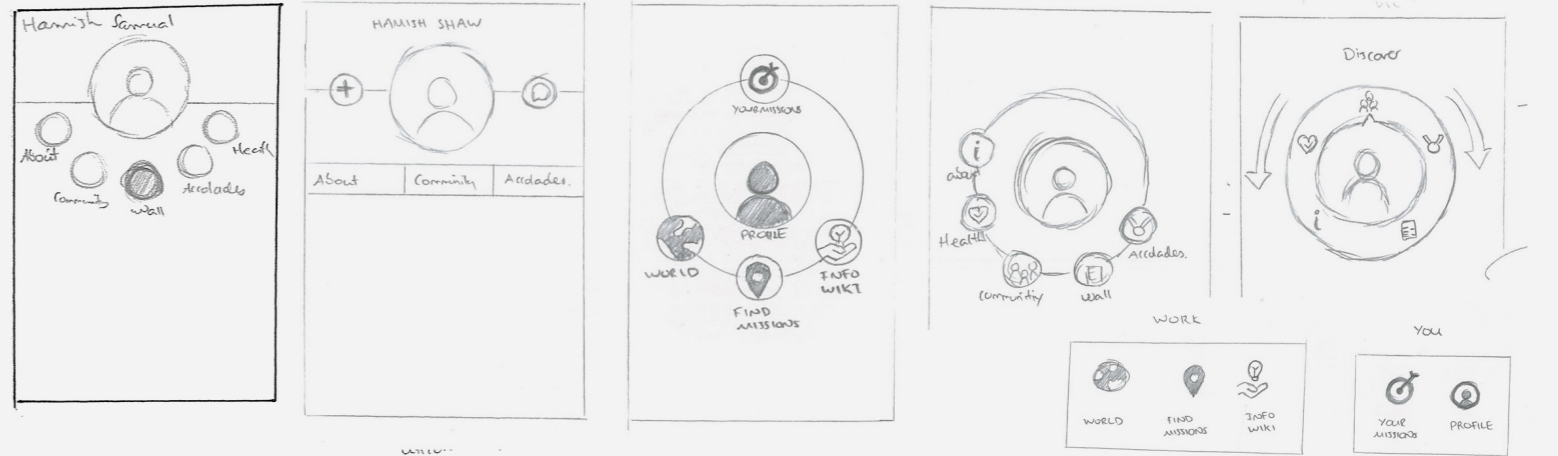
- stability
- Healthcare
- Culture & Environment
- Education &
- Infrastructure

By chipping in!

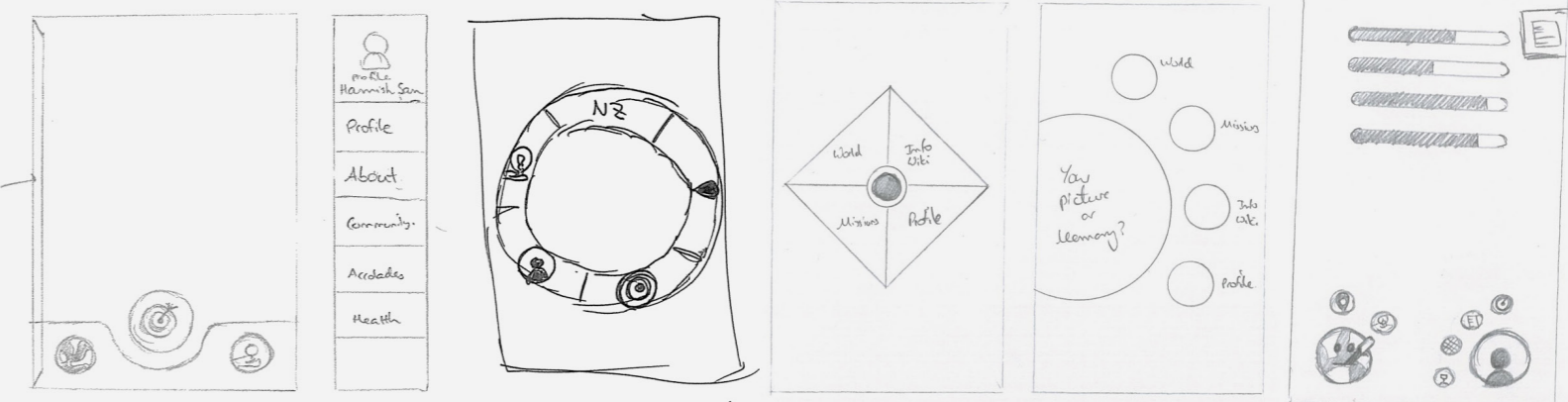
## Gameplay 8

Share the Love

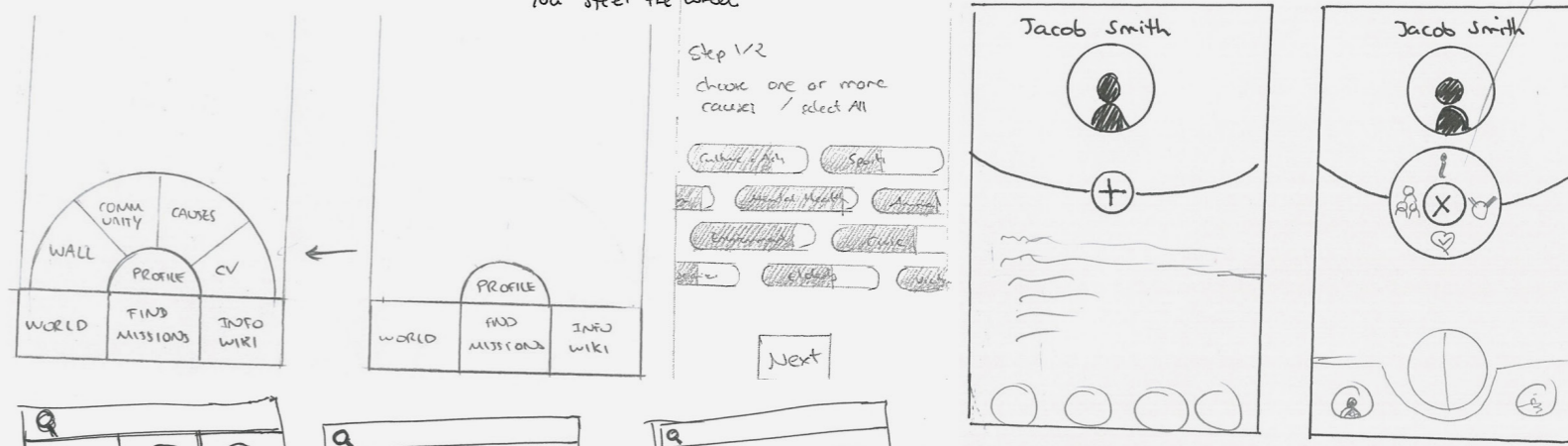
Celebrate & participate in sharing the love by making doing you sit to, contributing



What is there an nicer way for this to come

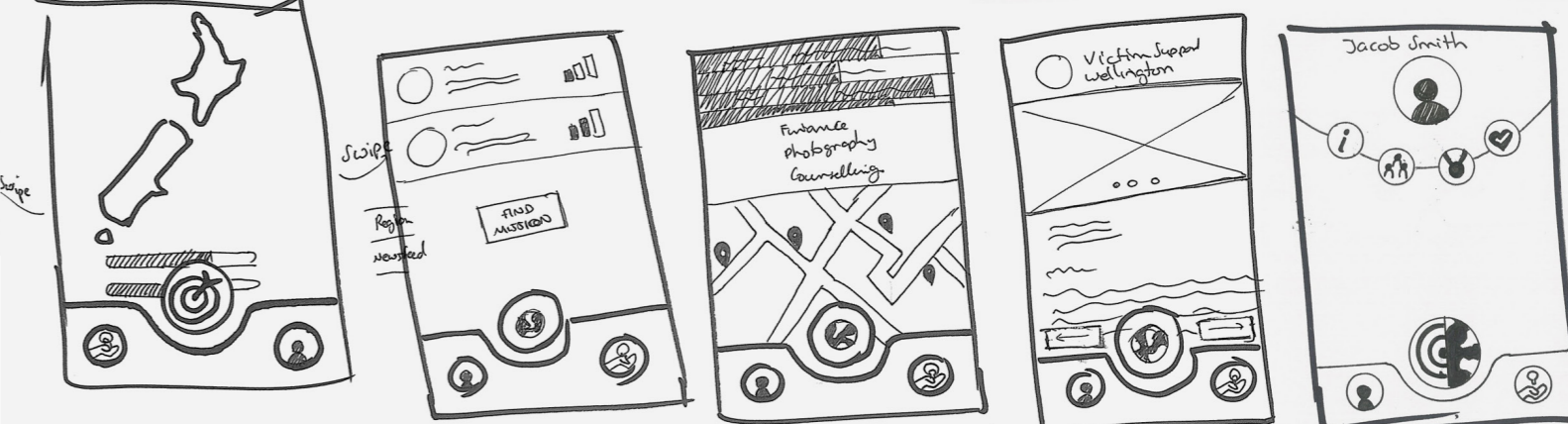


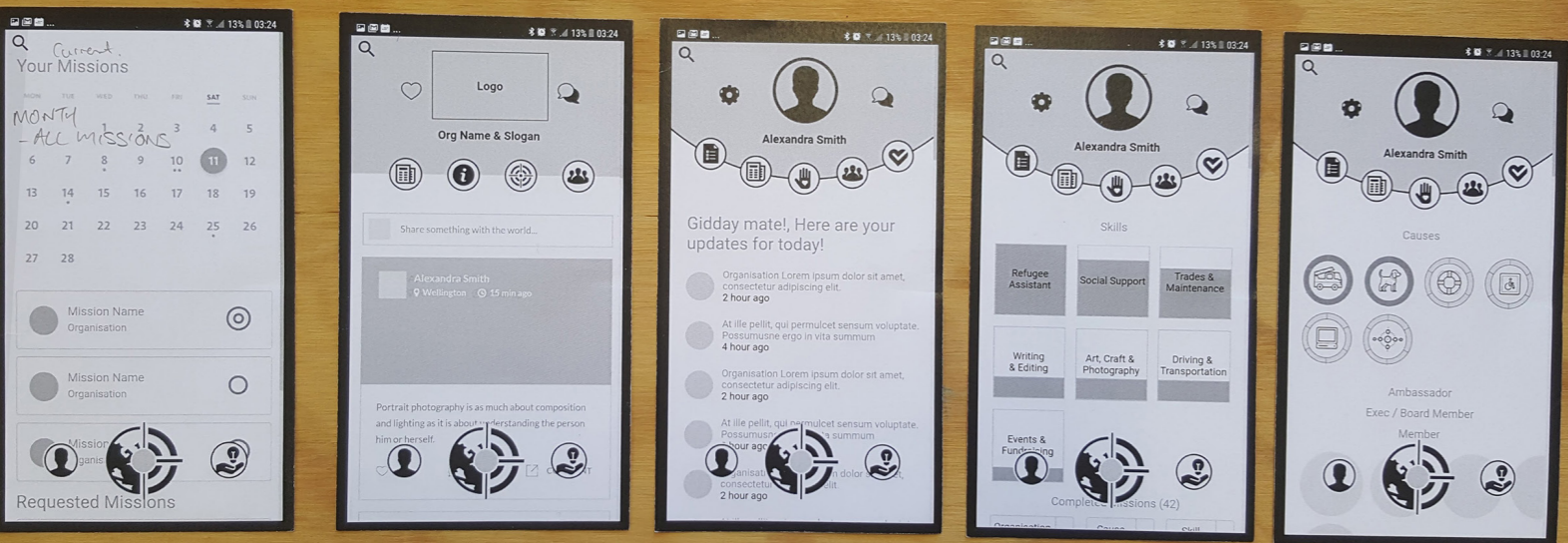
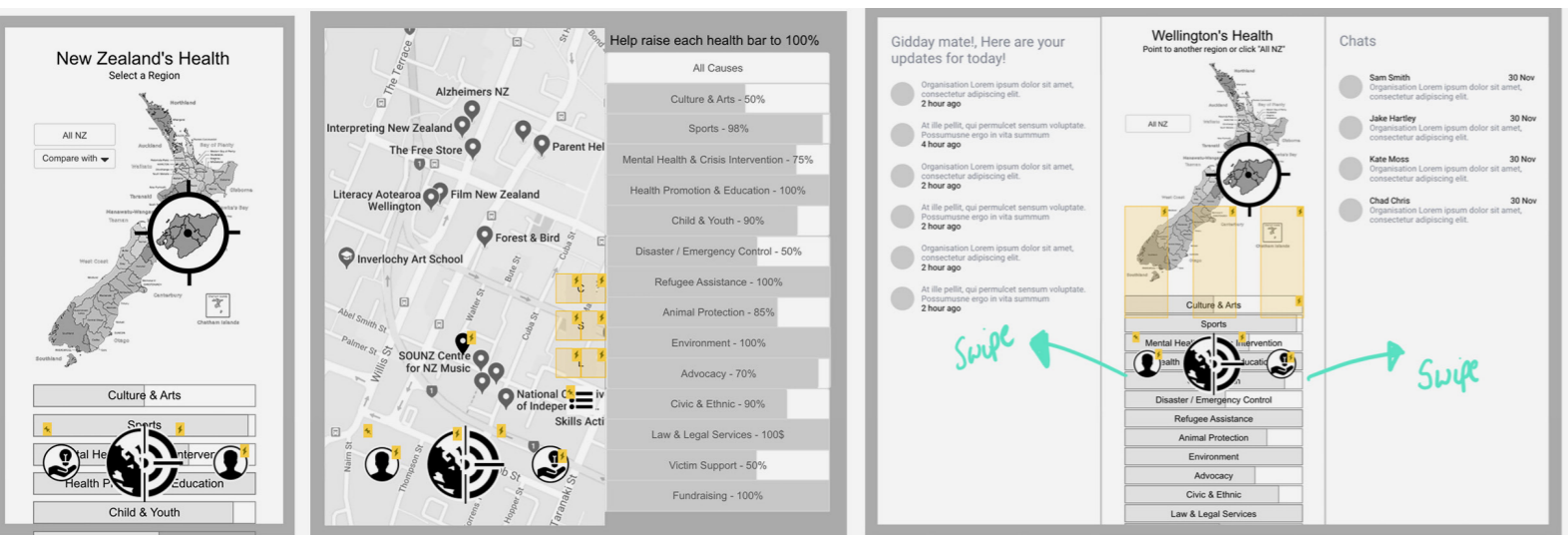
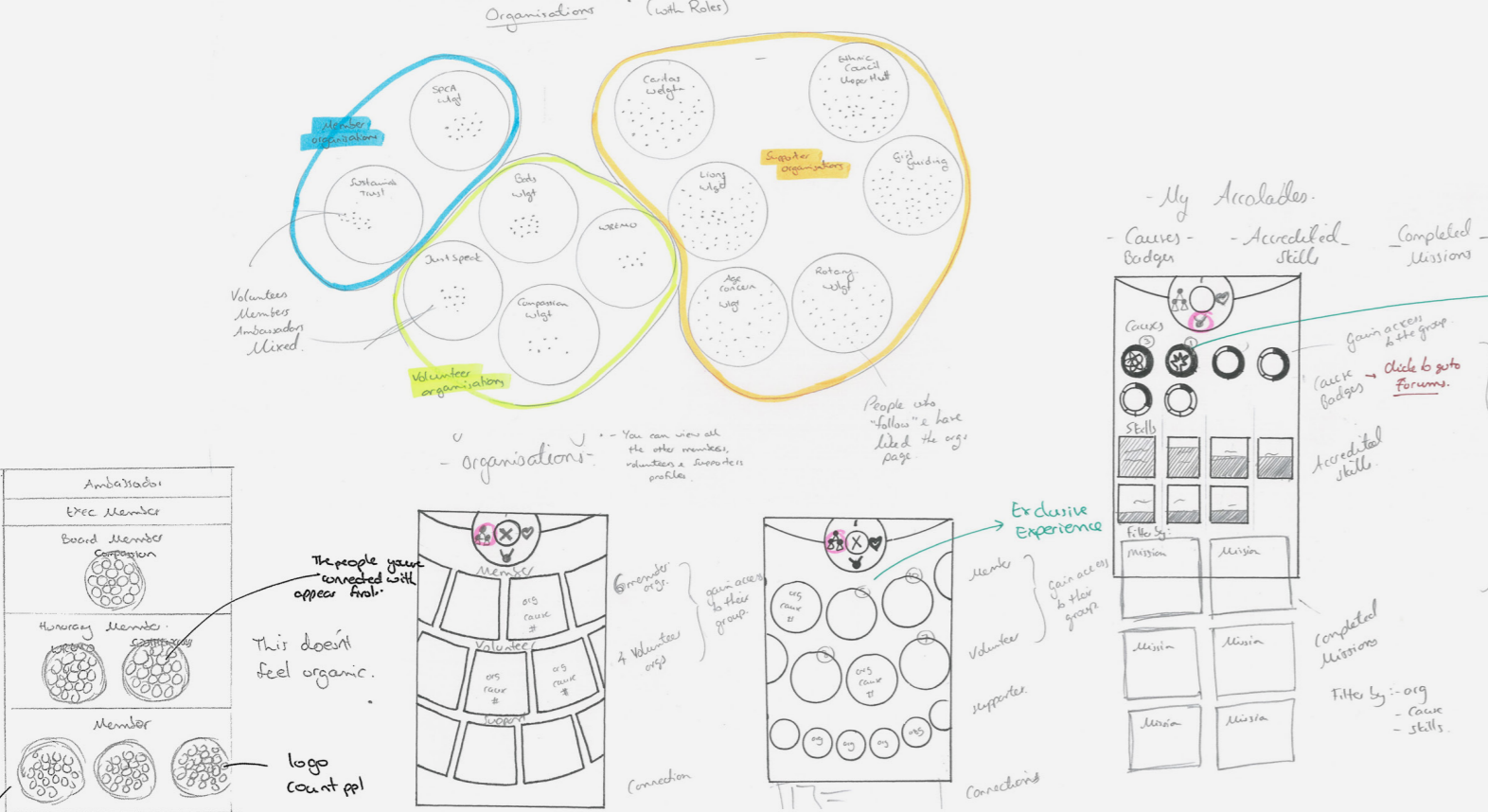
You steer the wheel



Step 1/2  
Choose one or more causes / select All

Maybe discussions should remain in forums





# Actors in the system

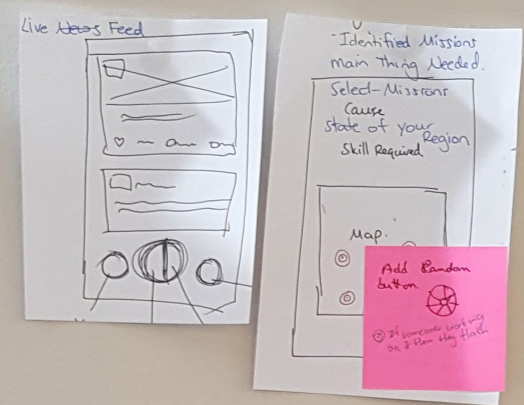
**Identifiers - (Non - Profits)**

Identify jobs that need to be done, fixed, or helped.

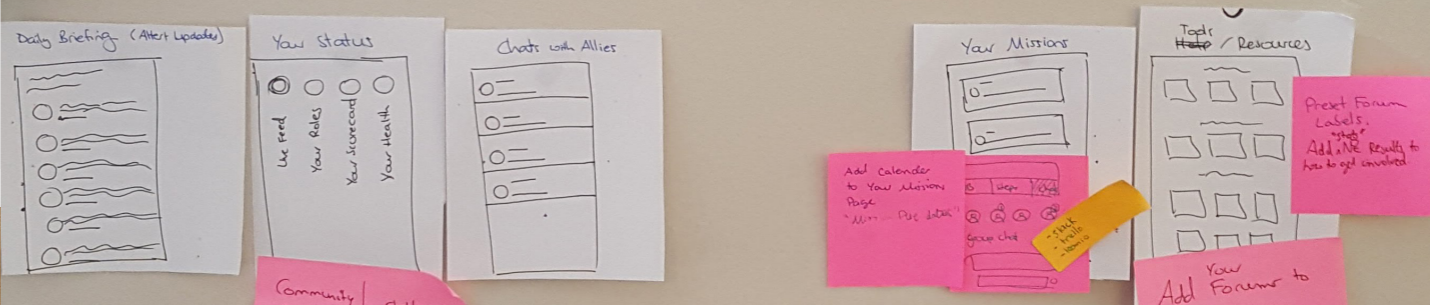
**Missioners**

Pioneer  
Ace  
Conqueror  
Champion  
Hero  
Guardian  
Medalist  
Saint

# Your Region



# You & Your Missions



# Your Contribution

Insert charity number good to go.

Proximity only allow you to view NZ towns

on home page modal on base

Next Forum Labels, Additive Results to Add to get involved

Add Your Forum to Resources/Help because you contribute

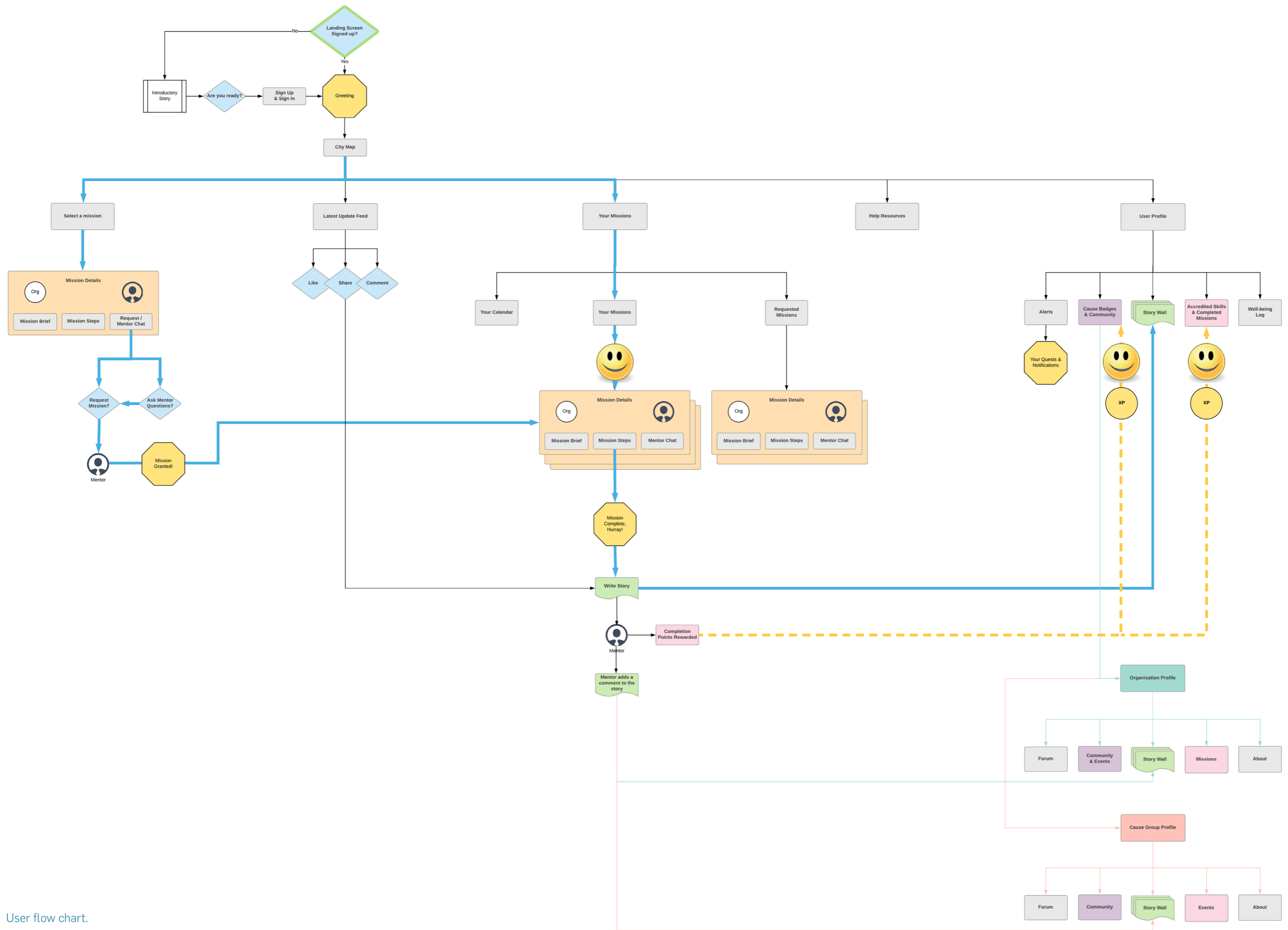
Add calendar to your missions page

Community/Cause? Skills?

Show team profiles in completed missions

# Missionaries Contributions

Top: Exploring how to display communities. Middle: Exploring swipe functions. Bottom: Prototype 3. Right: Exploring information architecture.



User flow chart.

## Testing - Persona & User

This is the final stage of the Design Thinking model, but still an iterative process. The results generated from the testing phase were used to redefine a few more problems and inform the understanding of the users, the conditions of use, how people think, behave, and feel, and to empathise.



Figure 105. Invitation visual for co-design workshop participants to take part in user testing.

User testing is having real users do real tasks with either a prototype or an existing, live interface. From Monday 15th to Friday 19th of January I conducted 12 one on one user testing workshops with the 12 participants who came to the CENZ workshop: 6 nonprofit organisation reps, 4 students, and 2 reps from leadership programs at two different tertiary education institutes who were representing hundreds of their students. The process I followed as a test moderator was to introduce specific goals like 'choose a mission' and then prompt the participant to describe out loud what they're expecting to see, what path they expect to take and why they choose certain actions. This approach helped identify areas where the labelling, flow or functionality

did not fit with people's mental models and expectations. It also helped evaluate performance on certain tasks and the overall usability of a system. The user testing resulted in a specific list of issues to consider for design improvements to help refine the experience.

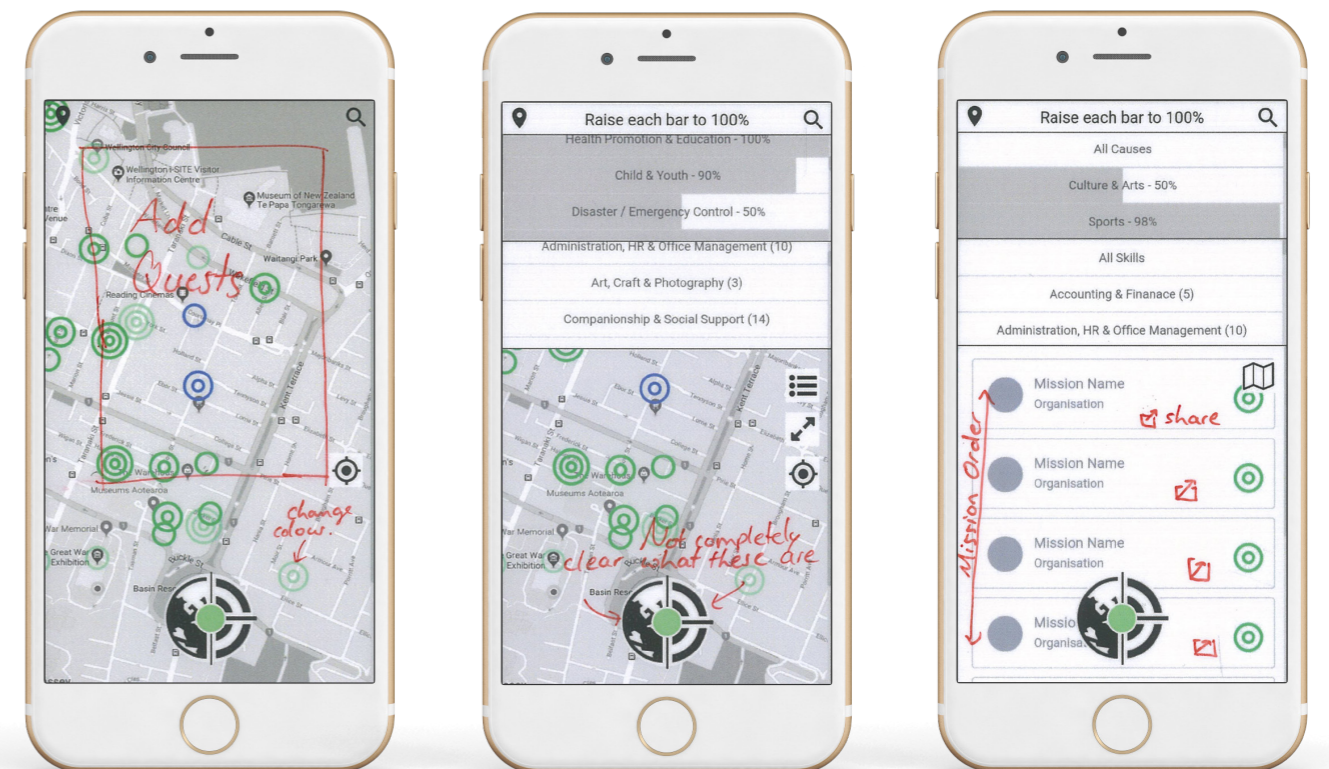


Figure 106. The main screen.

### The main screen

Sustainability Trust and Age Concern said it is great and important that the app starts with the map as Age Concern wouldn't want their volunteers travelling very far, and Sustainability Trust saying how accessible the location is very important for a lot of people. Girl Guiding also said the map would be effective for them as well. Girl Guiding said it's great that the app visually shows the cause categories within the sector that

actually need help. "So rather than people going, "Oh I want to do this," if the city has a specific need, that can be shown, and the user can decide to do help in that." Volunteering Wellington comprehended immediately, saying, "It's actually issued as a challenge, what are you going to do to help your town today? I don't think that question is ever been asked directly, we assume such a lot." Weltec explained that, "This app is basically putting it all in one place rather than us going out to all of these [non-profits] and saying 'email us when you've got something suitable for a student'. And then we stick it on the Facebook page and then [the students] have to go and email back to, I don't know, Citizens Advice or whatever [the organisation] might be." Weltec was delighted that this app will give their students a lot more options. Glenn requested that 'requirements be added to the mission steps description, and Chaz said to add 'quests' so users know how to level up.



Figure 107. The mission info screen.

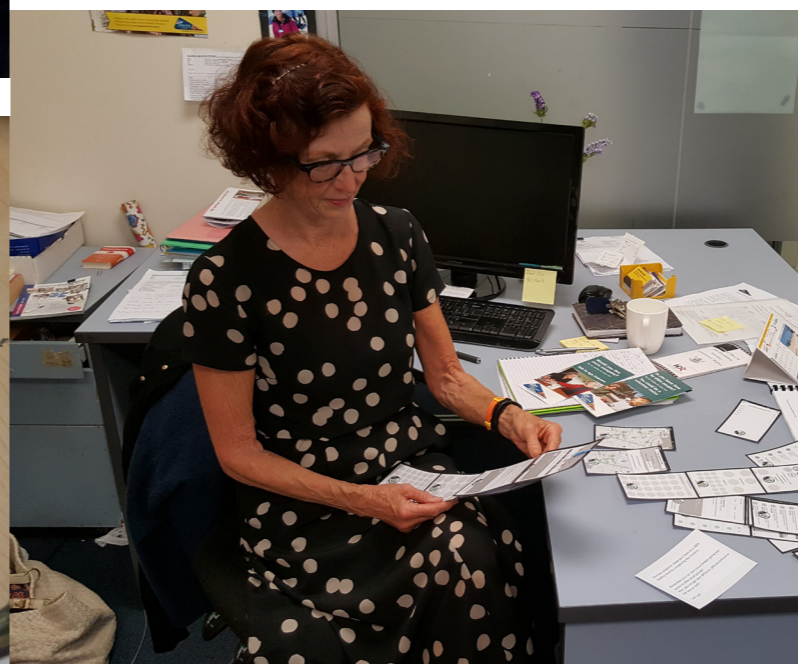
## Your missions

It's actually issued as a challenge, what are you going to do to help your town today? I don't think that question is ever been asked directly, we assume such a lot

A highlight was hearing Sue from Volunteering Wellington, who is not mobile savvy, say she found it really easy to read the missions. Victim Support, Girl Guiding and Weltec said the mentor chat feature was brilliant. Girl Guiding said, "That's quite new, no other place where we advertise roles can someone do that, other than Facebook." Weltec described out loud this scenario to demonstrate, "Say if I'm at step one, can I go into the mentor chat and say 'I'm half way through this and I don't know what to do about this or that'. They might come on and say, 'Oh just do it like this, and you'll be all good.' So you can chat to them any time, you don't have to wait until you've finished all the three steps? That's cool." Chaz remarked, "Right so I can talk to the person who is hosting whatever this is, cool, super cool." Chaz liked how the compulsory story post, which users have to complete at the end of a mission to 'sign-off', gets posted onto the user's story feed, the organisation's story feed and the cause group's story feed, saying, "That's really cool man!" In terms of changes, Sustainability Trust wanted the current missions being worked on to be in order of completion dates; Age Concern wanted a field to be added to record the time spent on the voluntary job; Bex was concerned about the mentor being active and replying to messages on the app because, in her words, "You don't have much patience."

## Organisations - Community

Girl Guiding found value in the community sections as they would want to see the communities of their connections, specifically their partner organisations, and see whether the community is similar to theirs and whether they have a similar organisation structure and events for their community. Girl Guiding asked for the ability to change the position titles to reflect the titles they use in their organisation. Looking at their community page Girl Guiding realised they would want more than one administrator on their account as their office would use the app to recruit volunteers, but their volunteers would use the app and account to organise trainings and post the events they organise for themselves. BATS brought up an important issue of the



disconnect within organisation members due to hierarchy saying, "It would be a cool place to have every level of the organization on it, like the board. I think that's really great, because sometimes I feel there's a disconnect between, you know, the highest and the lowest, you know, which there shouldn't be. So I'd be really interested in that." Story walls - on organisation, volunteer and cause group profiles

Seeing the story wall, Sustainability Trust was quick to say that, "Stories are very important, especially stories that other people can relate to, and that might inspire you to get into that area, or talk to that organization about it." Volunteering Wellington understood its use straight away, demonstrating it aloud saying, "Looked at your dadada today, can you tell me a bit more about? Or, what was it like? Was it any good?", and calling it "the brag book", saying, "It is also indicating to a newbie what it's like to be a volunteer, and it's encouraging to them. I hope the organizations will pick these up later on, and put them into their annual or their newsletters or whatever else they create. What a lot of education that has to happen!" Age Concern also saw its value saying, "How easy that would be to gain things like that [stories]. And you know we use that quite [a lot], for funding and grant applications, or picking something to go in the magazine, asking someone to do an article or whatever." Girl Guiding wondered about their volunteers who would be on a year long mission, and that they would have to wait a year before they could post their story. Weltec asked if the stories could be made private or appear as being from anonymous users.

## Volunteers - Community

When seeing the Cause Badges on the community page of the volunteer's profile and seeing that achieved bages give entry to the Cause Groups page, Sustainability Trust instantly said, "Oh wow, so it's a huge network as well, the more points you get, obviously it's showing your interests as well, for signing up for those missions, but that opens another door, to be part of this group." Glenn made the observation that causes and community page is like "climbing a ladder" and recommended that, "If there is nothing where there as an ambassador or a board member, can there just be a panel there, that goes "have you thought of doing this for this?" and it's just like an example like, these people are looking for a new board member, rather than telling you, your not a board member, it's like this is how you could. And that would only pop

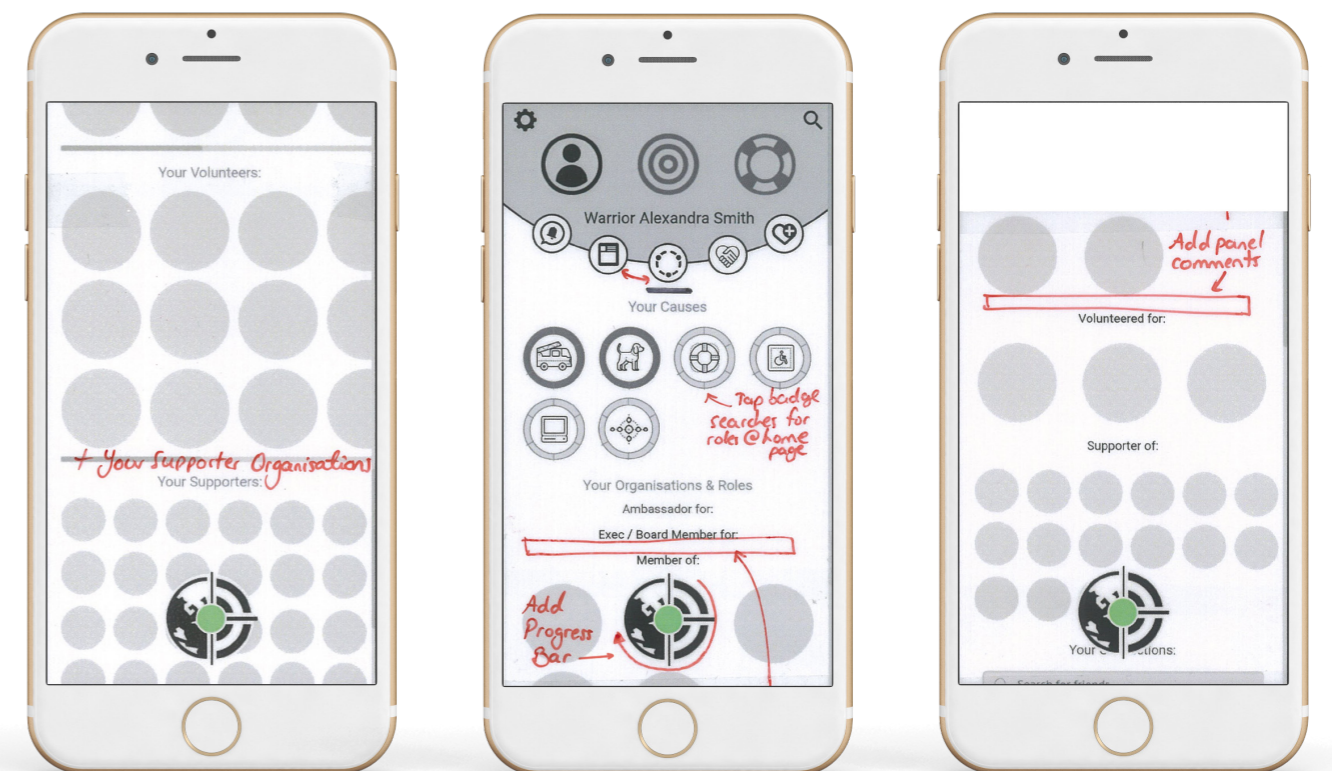


Figure 108. The user's community screen.

I can constantly see that going up, so my dopamines are going 'whaaatt?'

up when there is a roll open or something. Chances are 90% of the time there won't be, but once a year there will be. So its like "this is your chance! For these ones . . .". Or supporter of, and it will go "these guys have a volunteer position open, you should volunteer for it". Chaz liked the connections area saying that from here he could talk to Brad, his friend, to coordinate and go on the same projects together. When Chaz saw the title 'Warrior' and understood that different levels achieved on the app gives you different titles, he asked, "Is there anywhere I could like check my progress on that? Like a progress bar? 'Cause at the moment, warrior sounds pretty gangster and maybe I just want to stay there, you know, but if pioneer's better than warrior than I might, piffff, I wanna be that. So just a progress bar or something would be really cool. Which I guess could be even part of this [main nav buttons], just like another circle that goes around, as it goes around, I become another one, so as I'm on the main screen I can always see my progress, from any screen, I know where I'm at and I can constantly see that going up, so my dopamines are going 'whaaatt?' you know?"

Victoria University VILP shared the point system they use for their volunteering program saying their students need to get 200 points, "It's based on hours and level of involvement. So I will give you an example if someone takes a language course, they get 50 points, if they volunteer on a beach cleanup for three or four hours they get ten, if they are an executive of an international organization they might be able to get 100. Our criteria is:

1. Level of involvement so how high up are they in the volunteering chain, and,
2. Hours involved, so 3-6 hours will get the student 10 out of 200 points. For example, Refugee mentoring for 3 months they might give the student 60 points."

## Skills

The representative of Sustainability Trust sympathised with young New Zealanders wanting to gain experience when she saw the skills section and said, "I think that's very important, as it's become trickier for young people to find jobs, they are hoping that volunteering will land them in a job." She went on to further say, "we've had so many of those enquiries that are like, 'do you have jobs?' 'No we don't have jobs'. 'Can we volunteer?'" Both Weltec and Victoria University run leadership programs which require their students to do volunteering. Weltec liked the skills section and said, "I think it will be really useful for our students to monitor their own time and what skills they've enhanced and help them build that into their CV, and remind them of what they've covered and what areas they've been working in." Victoria University VILP recommended the section name be changed to 'experience' and the icon be changed to a muscle. Victoria University also explained that when their students do volunteering, "They keep a timesheet for us and get it signed by their manager or volunteer network and they upload it to us so we review it." so requested that, "There should be a print, or download volunteer summary option." Weltec also wanted the ability for this section to be linked to their students' C.Vs.

I think it will be really useful for our students to monitor their own time and what skills they've enhanced and help them build that into their CV, and remind them of what they've covered and what areas they've been working in



Figure 109. The experience and wellbeing screens

## Health

Quick off the mark, Volunteering Wellington noticed how this tracking feature links a volunteer's wellbeing with their volunteering activities, then pointed out good data can come out of this feature as well saying, "Oh yes, what did this job do for me? I would hope you get some good research out of these results, on a collective sample." Bex's response was, "I think it's a good way to track your personal satisfaction of the work. I mean that's half the reason you're doing it isn't it?", Chaz was eager about this feature saying, "Ohhhh that's real cool! That's real nice I like that so can I adjust these? Cool! I like that a lot, yeah." Chaz went on to expand on how this feature could help in matching volunteers with roles saying, "If someone was in charge of selecting

people for a certain task that they might think is quite stressful it could be kind of cool to see these [wellbeing levels]. So maybe organisations can see them but no one else can. If they [the volunteers] were really really sad and were helping with something that was horrible, that might not be the greatest [match], but if it was petting animals it would be the perfect thing for them." Elizabeth from Victoria University VILP has a Masters degree in Psychology and gave her expert opinion saying, "I feel some people might have some method of measuring that on their own. But for those that don't and would like it, then its not doing enough. If you really want an aspect of measurement then I think it needs more detail to make it significant." Elizabeth recommended including the ability to write a blurb alongside it. Glenn asked if this could be something that every week pops up on your home screen, "As like before this (shows page). It would go, 'How are you feeling today?' maybe just one of them like 'what is your life satisfaction atm?' Umm and then you just need to press it once and it will go away, and periodically it will just update without you having to."

## Help and Resources

"Excellent! Again, this is a holistic bit in here, that everybody's contributed to," was Volunteering Wellington's remark to the help and resources page. Sue said St Johns has got the best set of value descriptions which could be added into here to share. Sue elaborated, "In the end you won't need any government to tell you what to do. Sorry, its huge, but you've got to start somewhere, and the more success you have the more it's going to grow. Yep. Fantastic! It actually takes away from the closed book organization, do you know what I mean? Well ya nudging people along that way, yes." When speaking about organisations currently not sharing resources she said, "Yep yep, and that will apply to a lot of organisations, not just best practice, but process, policies and 'they're ours!' ownership, you know. What would it take to shift that?" Sustainability Trust said this section is amazing. Glenn recommended changing the title Wiki to Library. Chaz saw the city-to-city stats folder and asked, "Can I look at individuals as well, or is it not like competitive in that way? Say I think Brad's a terrible person and I want to beat him locally, it would be cool if I could be, like, 'what's Brad up to?' and he's got 30 extra points on me, I'm going to crank down on this you know." This showed that there could be room to add a bit of competitive play into this platform.

## A lot of enthusiasm

In the end you won't need any government to tell you what to do. Sorry, its huge, but you've got to start somewhere, and the more success you have the more it's going to grow. Yep. Fantastic!

All of the user testers were in support of the platform as they could see how it could benefit their organisation, or they could see themselves using it. It was encouraging to hear Sue from Volunteering Wellington, one of the oldest user testers, say, "I'm not app familiar, but it seems to me it's straightforward, easy to follow, interesting, and it's got rewards in it as well to make it worthwhile." Elizabeth from Victoria University VILP said, "I thought it was refreshing. It doesn't come across, in my mind, as something that's been done before. It's a refreshingly new way to broadcast this information. Also, I can see that it has a lot of potential and opportunities with it. What makes it new and refreshing is maybe the idea that its bringing multiple organisations and people and trying to get them together." Megha, a student from Massey University, said, "There were a few things that I really like. One was how it shows how healthy my city is. Secondly, the badges, how I get my badges. Thirdly, how you have your skills updated, and the health was my favourite."



Figure 110. The help and resources screen.

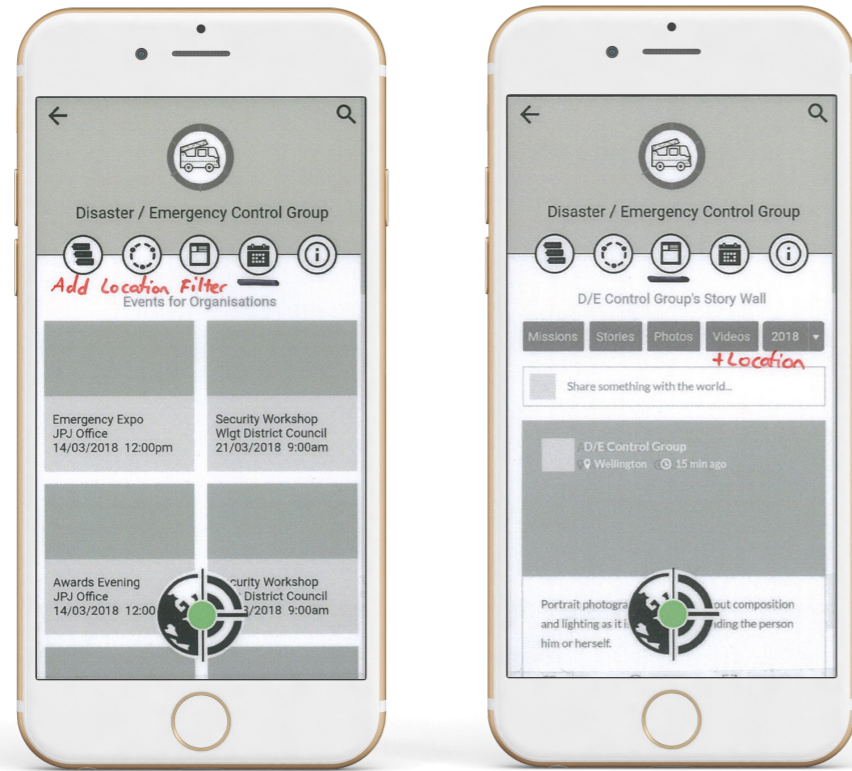


Figure 111. A cause groups profile showing its events, story feed, forum and community.

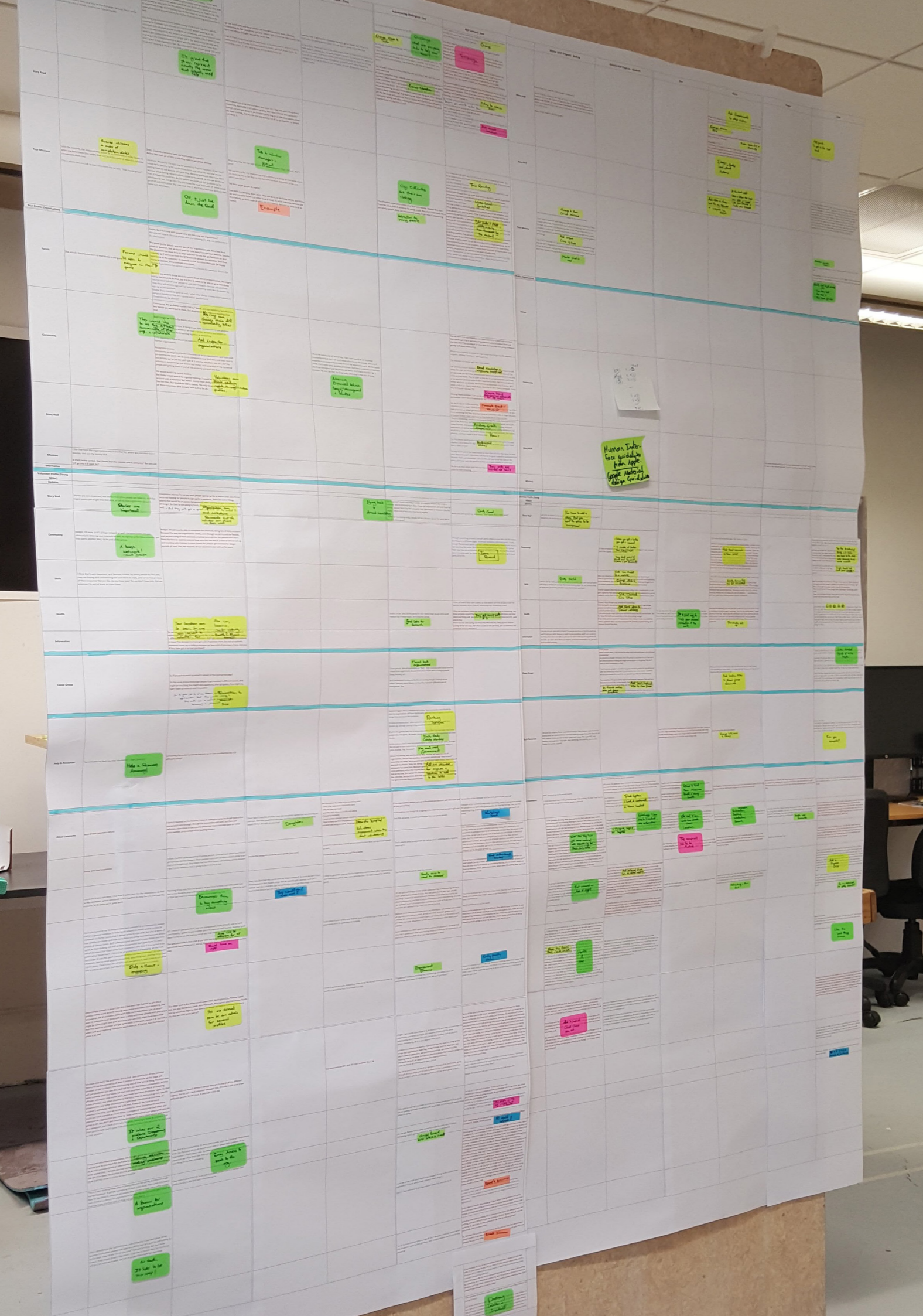


Figure 112. The recorded user testing feedback.

EXEGESIS

METHODOLOGY

Prototype 4 - Adding Aesthetics

Due to the MDes course deadline, there was only time for one last iteration in the design process. This iteration was able to include some of the changes requested in the user testing, it was able to solve some UX problems which surfaced during the testing, and also include some light aesthetic exploration.

An observation from the testing was the ambiguity of the main navigation circle. This circle navigation has three buttons, a left, right and centre button. The left button directs the user to the world, or the map. The right button takes the user to his/her missions, and the centre button takes the user to the worlds story feed. The symbolics behind the circle navigation is the user, and the users world coming together. The level progress ring which circulates the main navigation again reinforces the coming together of the citizen and the citizens world. The secondary use for this main navigation is to be the logo for the platform.



Figure 113. The development of the main navigation.



A God?

Fun colours to show different categories.

Help / Resource Area

This looks beautiful in this sheet, I like the shadows.

Inverted is quick niceties... not so able to relate as much to this though?

What if you constantly saw your map in the background?

Curve with the map looks good!

I really like these medals!

Ranking Profile pick Frames

This colour is more appropriate.

This style could work.

These could be like badges or skills.

I really like this style!

Logo style

Figure 113. Aesthetic research left to right inspired by fantasy, futurism and science.

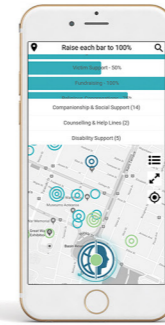
EXEGESIS

# CONCLUDING DESIGN PROPOSAL — CIVIC CIRCLE



## CIVIC CIRCLE

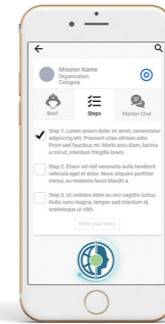
Home Screen



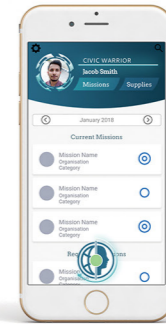
Story Feed



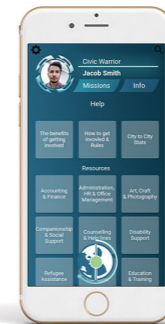
Mission Details



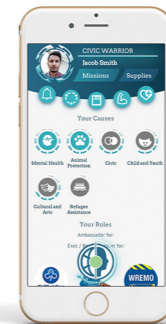
Your Missions



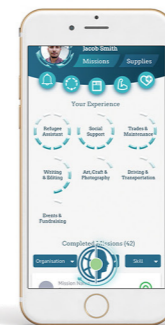
Resources



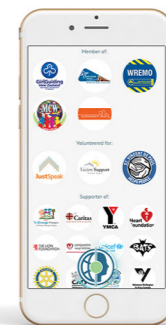
Cause Badges



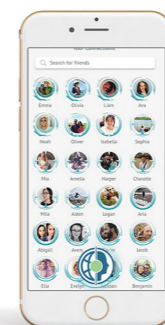
Experiences



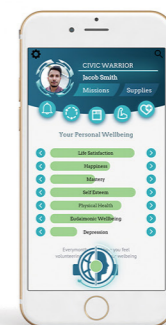
Community



Friends



Wellbeing



## INTRO

Non-profit organisations are the way we citizens provide for ourselves. They are the way we keep our towns, country, people, wildlife and land healthy and strong. We all need to chip in and help out.

## OBJECTIVE

Missions need to be completed in the areas of: Education, Health, Environment, Animal Protection, Culture, Sport and more.

The aim is to keep your town at a 100% healthy level by completing the missions and bringing each cause category to 100%.

On the way you get your skills accredited to yourself and earn cause badges which gives you access to elite national cause groups (with special events, giveaways, and forums).

Are you ready for your first mission?

## HOW TO PLAY

Complete missions to bring your towns health level up in each cause category.

Level 1 missions are worth 1XP  
Level 2 missions are worth 2XP  
Level 3 missions are worth 3XP

You need 10 XP to get the cause badge, and 10 XP to have a skill accredited.

## DIFFERENT WAYS TO GAIN XP

- Complete missions (XP towards Badges and Skills)
- Contribute in forums (XP towards Badges)
- Attend civic events (XP towards Badges)
- Become a member of an organisation on Civic Circle - (Automatic Cause Badge awarded)

## TIME SPAN

The Civic Circle game restarts at every election. So will reset in 2020, 2023, 2026 and 2029.

You will get a special permanent badge showing the level you achieved during each 3-year-government term.

## GOLD BADGES

If Civic Citizens start to gain extra XP after they have gained a Badge or Accredited Skill then those XP appear gold. Upon completing a full Gold ring around a badge or accredited skill Civic Circle sends the citizen a special prize.

## LOGO

This circle navigation has three buttons, a left, right and centre button.

The left button directs the user to the world, or the map.



The right button takes the user to his/her missions.

The centre button takes the user to the worlds story feed. The symbolism behind the circle navigation is the user, and the users world coming together.

## BADGES



Sports



Volunteerism Promotion



Victim Support



Social Services



Self Help



Religious Congregations



Refugee Assistance



Advocacy



Law & Legal Services



Labour Unions



Health Promotion & Education



Fundraising



Environment



Elderly



Disaster / Emergency Control



Culture & Arts



Economic, Social & Community Development



Civic & Ethic



Child & Youth



Animal Protection



Mental Health & Crisis Intervention

## NATIONAL CAUSE GROUPS

As seen in the last line of badges, when a player has collected 10 XP around a cause badge the badge turns blue activating it. When the blue badge is pressed the player accesses the national cause group for the particular cause.

Organisations that serve the particular cause are part of the cause group, and any individual who has received the cause badge are also part of the group.

Within the group there are forums, prizes and exclusive events, and the ability to see all the mission stories posted nationwide within the particular cause.

## SKILLS FOR ACCREDITATION



Accounting & Finance



Administration, HR & Office Management



Art, Craft & Photography



Companionship & Social Support



Counselling & Help Lines



Disability Support



Refugee Assistance



Driving & Transportation



Education & Training



Food Preparation & Service



Events & Fundraising



Governance, Advisor, Board & Committee



Information, Tour Guides & Heritage



IT & Web Development



Marketing, Media, Communications & Design



Mediation & Advocacy



Entertainment & Music



Research, Policy & Analysis



Retail & Sales



Safety & Emergency Services



Languages



Sport & Physical Activities



Trades & Mentoring

## LEVEL DESCRIPTIONS



Level 7: Super Hero  
You are ready to join the avengers  
You have achieved 10 badges  
or 5 gold badges



Level 6: Saviour  
You definitely know how to save your town from any hazards.  
You have achieved 8 badges  
or 4 gold badges



Level 5: Chief  
You are great role model in your town.  
You have achieved 6 badges  
or 3 gold badges



Level 4: Champion  
You are smashing it in life!  
You have achieved 4 badges  
or 2 gold badges



Level 3: Protector  
Your town will not survive without you and its other protectors!  
You have achieved 2 badges  
or 1 gold badge



Level 2: Warrior  
Whoa! Your really starting to show your powers now!  
You have achieved 1 badge



Level 1: Mate  
A good mate making a start in helping your town.  
You begin on this level.

## THE PATH TO COMPLETE A MISSION

### Nonprofit Organisation

### Civic Circle

Click 'add a new mission'  
Fill in the:  
- Brief details &  
- Steps details  
And click 'List'.

Mission appears on the map.

Civic Circle notifies you when someone has requested the mission.

View the profiles of the requesters (Civic Citizens). Look out for their interests, the badges they are working towards, the skills they want to develop, and their wellbeing meters to see how you can possibly help them achieve their goals while they complete your mission.

Select your chosen person to complete the mission. Then message back all the requesters.

Mission turns to blue on the map.

Converse with the Civic Citizen who's is working with you to complete the mission until the mission is complete. Provide the necessary mentorship.

You will get notified when the Civic Citizen has completed each step.

Support and congratulate them upon the completion of each.

You will get notified when the Civic Citizen has completed all the tasks and has posted their story on their experience on their story wall.

Reply to this story in an encouraging, thankful and nurturing way and then click 'post'. The story will be posted to your non-profits story feed, and the National Cause Groups Feed.

The mission disappears from the map. The health percent age of your cause group for your city will rise. The Civic Citizen will be rewarded with Civic XP to go towards their cause badge and skills.

## THE PATH TO COMPLETE A MISSION

### Civic Citizen

### Civic Circle

View the different missions on the map.

Request a mission.

Civic Circle notifies you when someone has requested the mission.

Once accepted you can begin to start the mission. Start by conversing with the Mission Mentor. Connect with the mentor and ask any questions you might have before getting started.

Complete all the steps with the assistance from your Mentor. Tick them off as you go.

To sign off the mission click "Write my story" and write a couple of sentences with a photo of what you did and click 'post'.

The post will appear on your story wall, and when your mentor has replied to it it will appear on the organisations story wall, and the cause groups story wall.

You will then be rewarded with your XP.

The mission will disappear from the map and the health percentage of the cause for you town will go up.

EXEGESIS

# CONCLUSION

---

## Closing thoughts

Through this user-centred design research process I was able to prototype a solution for the problem of nonprofits needing more younger volunteers, and the reduction in volunteer hours in New Zealand. More than 50 stakeholders were involved in the design process during empathising, defining, ideating and testing phases. This collaboration follows human centred and generative design research principles. In the end, in line with the context, we were able to also demonstrate how design and democracy can converge in four respects:

- Design of democracy - improving democratic processes and the institutions on which democracy is built.
- Design for democracy - enabling more people to participate in the democratic process, especially through the use of technology.
- Design in democracy - building access, openness and transparency into institutions in ways that assure equality and justice.
- Design as democracy - the practice of participatory design so that diverse actors can shape our present and future worlds in fair and inclusive ways.

In the prototyping phase I was able to implement the gameful framework for volunteering into the platform. I needed to apply game design thinking and construct the platform ground up as if it was a game, following game design principles.

Through user testing with the 12 members from the workshop; non-profit organisations, university volunteer program coordinators and young New Zealanders, I received positive and critical feedback. It was encouraging that the testers wanted to see this platform live and working. Sue Hine from Volunteering Wellington who was very excited about it said there is a lot of learning which needs to be done on the Non-profits side to use and take ownership of this product. This made me realise that if this platform was to be developed, then a nationwide communications strategy would need to be developed.

---

The main changes that were implemented after user testing were the change in menu style as I had noticed that many testers were unable to navigate to their profile, the addition of the progress ring, the change of terms used for titles, the addition of a city filter inside cause groups, addition of a volunteering hours meter, addition of a blurb to the personal wellbeing section, the addition of 'role incentive messages' inside the users community section and the addition of a ranking system for the info in the resources library. All of these changes lead to a more engaging, user friendly prototype.

Overall, the proposed solution attempts to address the seven areas in the Criteria 1 table on page 76, that the workshop participants identified. The proposed prototype also attempts to use the ten areas of ideas the participants created as well, Criteria 2.

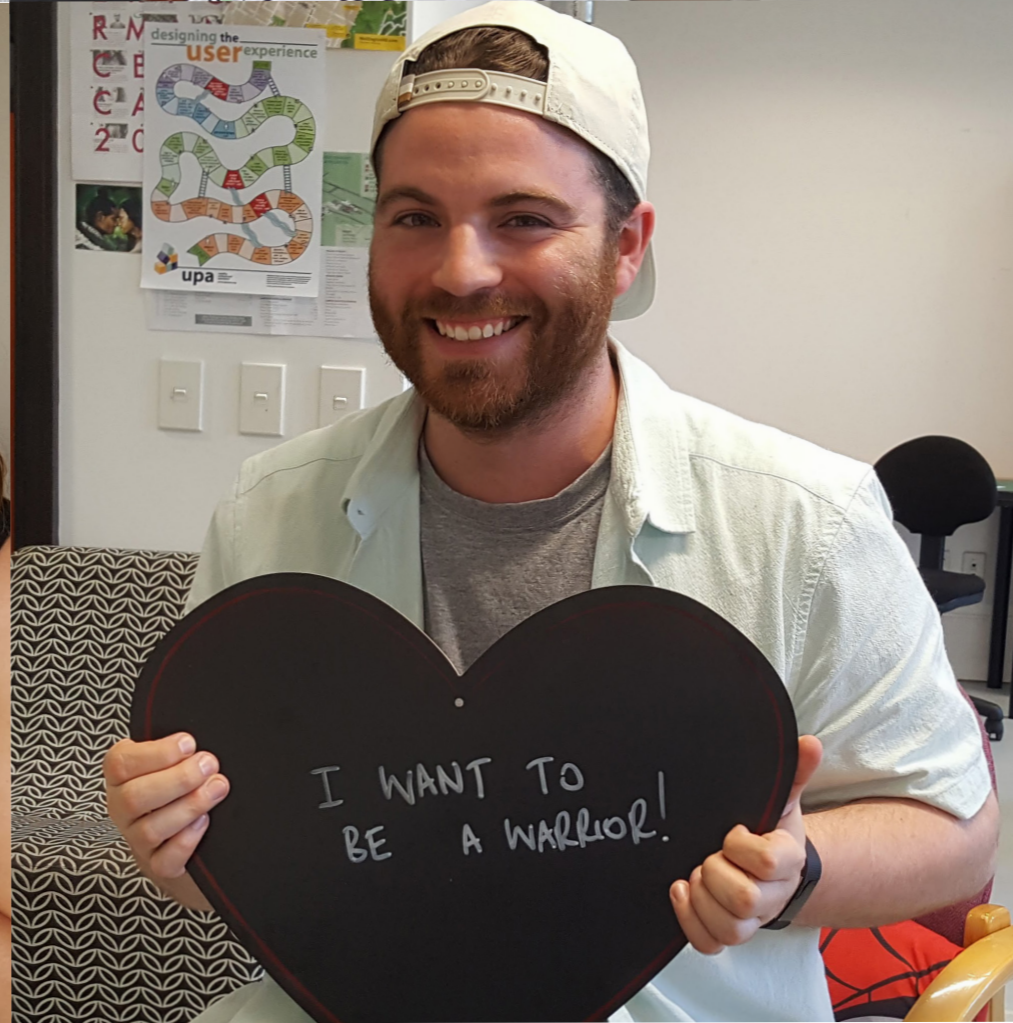
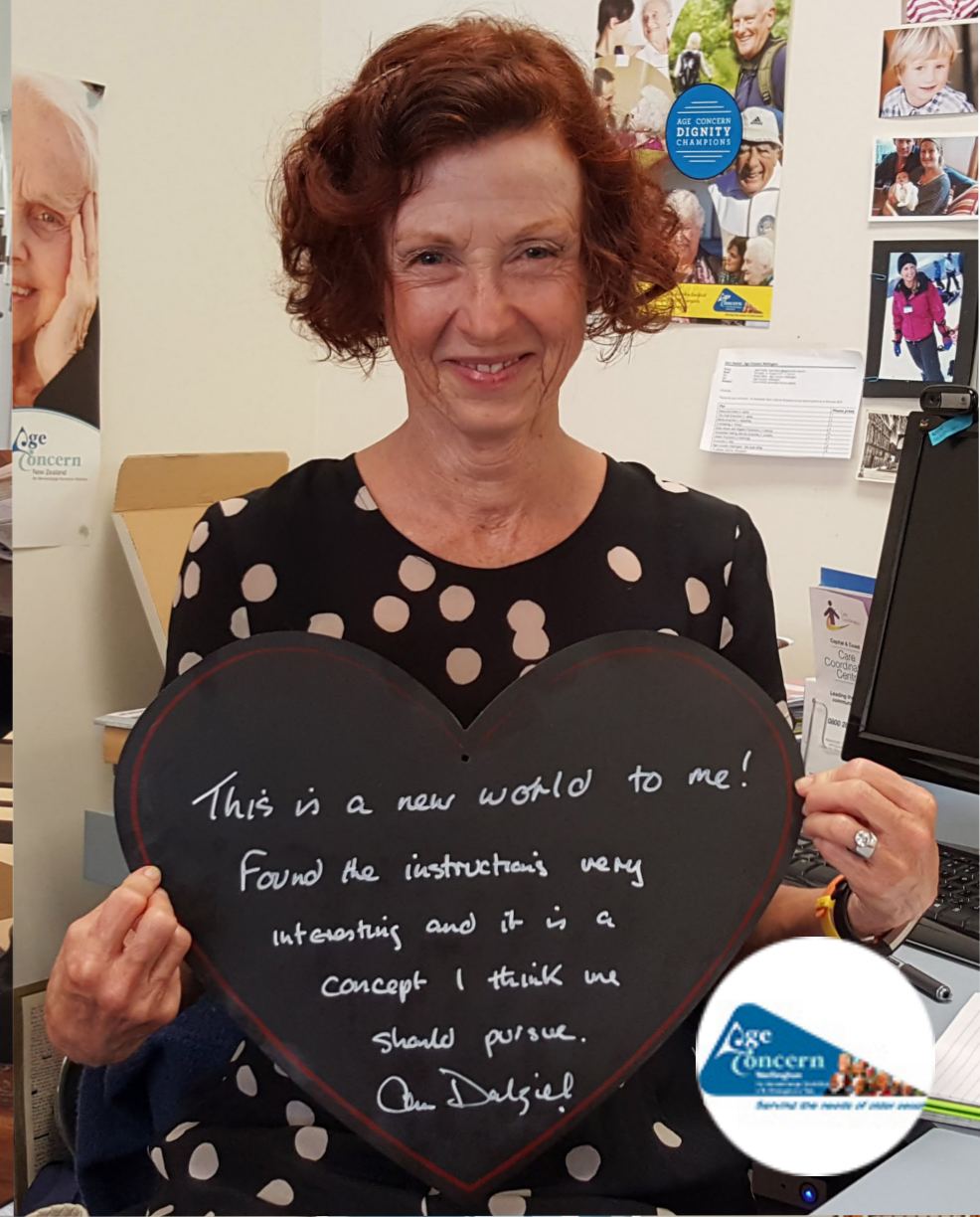
The concluding proposal combines effective volunteer management practices, with game design principles. This has created a volunteer management platform that introduces gameful civic engagement creating a sustainable engagement economy which is driven by emotions and intrinsic rewards. Storytelling also has an important role in the platform.

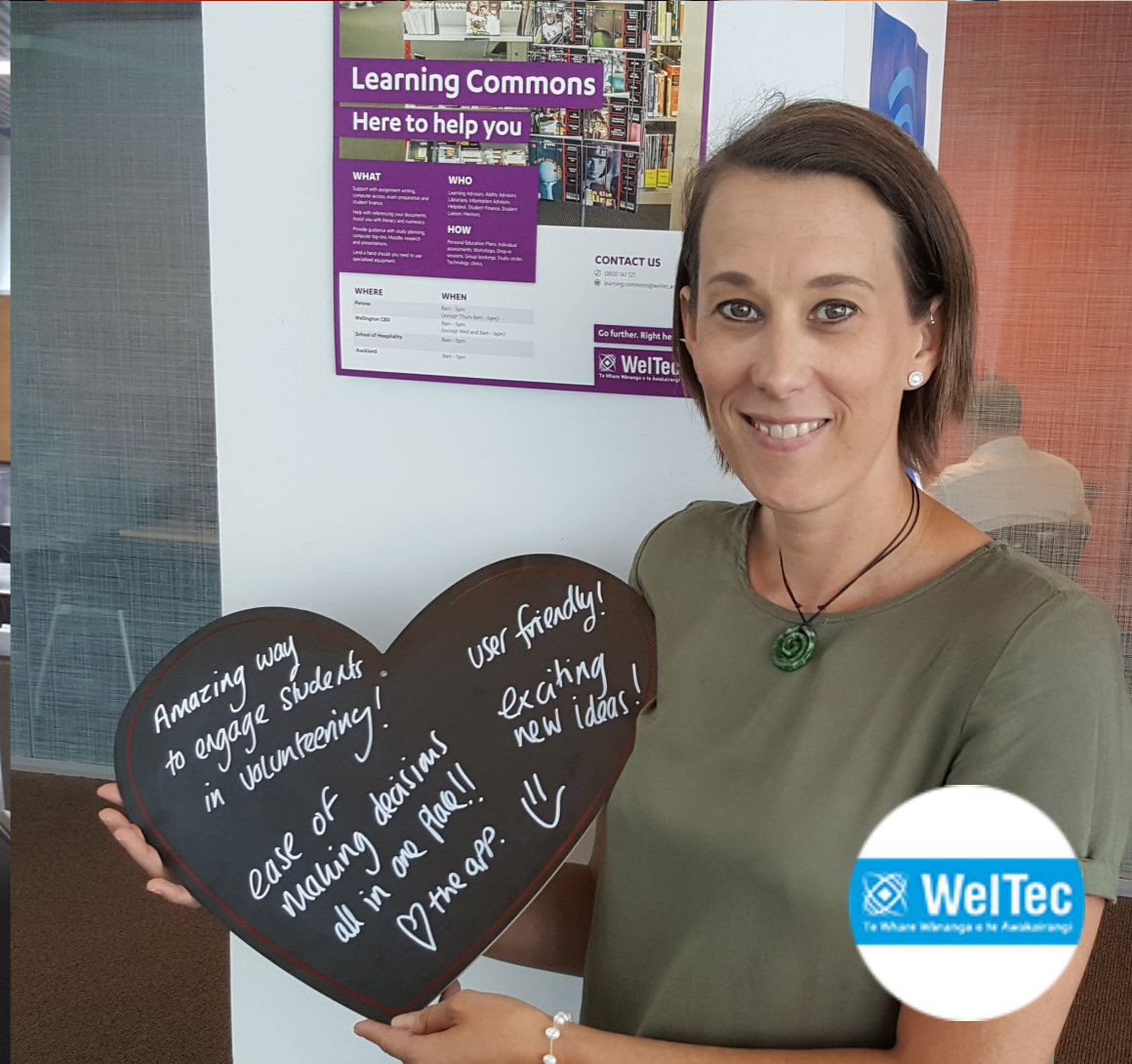
This platform encourages non-profits to post meaningful jobs from all areas of their operations, from management work to labour work, allowing young New Zealanders to utilize and develop different skill sets in a meaningful, and democratic context. Forums within the non-profits spaces, and cause group spaces provides a space for the formation and expression of all citizens opinions and values allowing them to be part of problem solving. These abilities makes Civic Circle a tool for non-profits to strengthen their ability to be vehicles for civic participation / participatory democracy. A social enterprise needs to be formed to run this platform. The enterprises main function will be to manage the cause groups which bring together organisations and citizens who care about, and are working towards the same goals. The cause groups events and forums will require the most maintenance.

My journey, from my volunteering experience before MDes, to learning the importance of civil society and volunteers, discovering how software can be used for participatory democracy, and finally designing Civic Circle, has taught me the importance of designing systems for a digital network society in the 21st century.

The next step for Civic Circle is to develop the prototype further, complete another iteration of user testing and also present Civic Circle to Volunteering New Zealand's board to get their feedback. I would also like to explore how more collaborative features can be applied within the platforms framework as part of phase two in its development.

It is a fact that 66% of volunteer-involving organisations, and 85% of the smaller organisations do not use online tools to recruit volunteers in New Zealand. (Volunteering New Zealand, 2016). Civic Circle could be a useful resource for these organisations to engage young New Zealanders in volunteering in their organisations, and also to contribute towards a better civic society.





# LIST OF FIGURES

Figure 1. Fiti, S. 2018. A sea of young New Zealanders at the Newtown Festival.	5
Figure 2. JKP. 2012. Patients waiting at JKP Pharmacy in Mangarh, India.	10
Figure 3. Patel, R. 2014. A boy doing his homework outside his home in Mangarh, India.	10
Figure 4. Patel, R. 2014. All the websites, social media and other potential online strategies handled by the e-media department at JKP.	13
Figure 5. Patel, R. 2017. Chief Executive Scott Miller and Strategy Advisor Ross Patel of Volunteering New Zealand.	15
Figure 7. The characteristics of early civic groups.	17
Figure 6. The societal three-legged stool.	17
Figure 8. The timeline of the history of Nonprofit organisations in New Zealand.	18
Figure 9. A visual representation of New Zealand's nonprofit sector.	21
Figure 10. The difference between associations and nonprofit institutions.	22
Figure 11. Volunteering New Zealand. 2017a. Comments on the state of volunteering.	25
Figure 12. Volunteering New Zealand. 2017a. Comments on the state of volunteering.	26
Figure 13. Volunteering New Zealand. 2017b. Proactive actions to be explored to increase volunteering hours.	27
Figure 14. How the design solution can connect young New Zealanders to nonprofit organisations to help shape New Zealand.	29
Figure 15. The context ecosystem for the research project.	30
Figure 16. The theory ecosystem for the research project.	31
Figure 17. Books of research papers from the ecosystem.	33
Figure 18. An example of a research mind map.	33
Figure 19. A map of all the issues identified within the ecosystem.	33
Figure 20. Sanders & Stappers. 2012. The design research map.	37
Figure 21. Sanders & Stappers. 2012. The roles of the researcher, designer and user change in the transition from the traditional design process to the co-design process.	37
Figure 22. Defining the research process and techniques with the double diamond.	39
Figure 23. The different areas to consider when managing volunteers.	43
Figure 23. The first MCW Youth Wing during their monthly meeting.	44
Figure 25. A draft dispute letter from the MCW Youth Wing to the MCW President.	44
Figure 26. Victoria Rhodes-Carlin speaking at the Multicultural Youth Forum on empowering innovative thinking and decision making.	44
Figure 27. Mayor Justin Leister opening the Multicultural Youth Forum by sharing the City Council's vision for Wellington's future.	44
Figure 28. Notes taken on civic youth engagement by a young New Zealander at the Multicultural Forum.	44
Figure 29. Young attendees at the Multicultural Forum.	44
Presentation slides I made for MCW to inform them about the new Youth Collective.	46
Figure 30. The new MCW Youth Collective at their montly meeting at Wellington City Council.	46
Figure 31. The skills of all of the youth in the collective which they want to apply in volunteering.	46
Figure 32. The benefits which the youth would like to get out of volunteering for MCW.	46
Figure 33. Project Ideas which the MCW Youth Collective have thought of on their own.	47
Figure 34. MCW Youth Collective's eat, meet and greet evening.	47

Figure 35. MCW Youth Collectives brainstorming session on what they would like to do.	47
Figure 36. The content of the clubs handbook.	50
Figure 37. The attendees of the E Tu Whanau PALMS Symposium 2017.	50
Figure 38. The group I facilitated at the E Tu Whanau Symposium 2017.	50
Figure 39. Work shop notes from the youth at the E Tu Whanau Symposium 2017.	50
Figure 40. Youth creating their action plan to help lead and create the future they want.	50
Figure 41. The rangitahi's action planning for the future.	52
Figure 42. The rangitahi's final three step action plan.	52
Figure 43. Popular app features devised by the youth at the Youth Aotea-Reo workshops in 2017.	53
Figure 44. Youth Aotea-Reo Workshop - Mapping opportunities and issues.	54
Figure 45. Youth Aotea-Reo Dunedin Workshop	54
Figure 46. Youth Aotea-Reo Workshop - Grouping positive and negative feelings about your town.	54
Figure 47. Making the Youth Aotea-Reo app prototype.	54
Figure 48. Youth Aotea-Reo Workshop - Creating app features to address the important areas identified in the feelings activity.	54
Figure 49. Presenting the Youth Aotea-Reo app to the Ministry of Youth Development.	54
Figure 50. Presenting the Youth Aotea-Reo app to the Human Rights Commission, Ministry of Business Innovation and Employment, UNESCO, Office of Childrens Commission, Netsafe NZ, Ministry of Education, The Office of Ethnic Communities.	54
Figure 51. The Student Volunteer Collective Team at their meeting at Massey University Wellington.	56
Figure 52. Gathering students first and second options for areas of volunteering for SVC.	56
Figure 53. Brainstorming creative ways to recruit students into the Student Volunteer Collective.	56
Figure 54. A Facebook post by one of the SVC memebers asking for more volunteers	56
Figure 55. A Facebook post by one of the SVC members inviting students to a talk on volunteering.	56
Figure 56. Students volunteering at the Ronald McDonald House through SVC.	56
Figure 57. The tecnique used to make each persona.	59
Figure 58. Ross outside Massey Univeristy Library inviting students to attend the co-design workshop.	62
Figure 59 & 60. Invitations to students and nonprofit organisations to participate in the co-design workshop.	63
Figure 61. The logos of the nonprofits which attended the co-design workshop.	64
Figure 62. The ideas for engagement which came from the workshop group with Stepha's persona.	64
Figure 63. Ideas on incentives and accessibility which came from the workshop group who had Brijule's persona.	64
Figure 64. Sketches showing what volunteering means to you from the ice-breaker exercise at the workshop.	64
Figure 65. The seven groups of 6-7 partocipants at the co-design workshop.	64
Figure 66. A groups ideas on how to engage younger people in volunteering from the co-design workshop.	69
Figure 67. The seven most important areas to work on identified by the seven groups, and their ideas around each area	73
Figure 68. A visual representation on how certain solutions ideas can accommodate for multiple areas.	75

Figure 69. Expanding on the workshop criteria one ideas.	78
Figure 70. Expanding on the workshop criteria two ideas.	78
Figure 71 & 72. Merging ideas together using the slip technique.	80
Figure 73. Community and culture building tool concept diagram	82
Figure 74. Career-based website concept diagram.	82
Figure 75. Online platform for NGOs concept diagram.	84
Figure 77. Crello a free online graphic design software.	86
Figure 76. Nonprofit organisation game concept diagram.	86
Figure 78. Graphic design and SNS toolkit concept diagram.	86
Figure 79. Comparing the concepts over a three month userflow diagram.	89
Figure 80. The logos of the nonprofits which attended the co-design workshop.	92
Figure 81. The logos of the nonprofits which attended the co-design workshop.	92
Figure 82. Volunteer Wellington's website.	94
Figure 83. Volunteer Manawatu's registration form.	94
Figure 84. Volunteer Wellington job search form.	94
Figure 85. Volunteer Mid & South Canterbury's volunteer role search page.	94
Figure 86. Volunteer Marlborough's event calendar.	94
Figure 87. Volunteer Whanganui's available volunteer roles page.	94
Figure 88. Seek Volunteer's volunteer role search page.	95
Figure 89. Be Collective's personal profile dashboard.	95
Figure 90. Do Good Jobs job listing page.	95
Figure 91. Help Tank's homepage.	95
Figure 92. Do Good Job's Job description page.	95
Figure 91. Ben Brown from IVHQ talking about Gamification at Volunteering New Zealand's Pivot conference.	96
Figure 92. Skills for change landing page.	96
Figure 93. Give Gab's user profiles.	96
Figure 94. Slides from Ben Brown's (IVHQ) presentation at Volunteering New Zealand's Pivot conference.	96
Figure 95. How play fulfils humans genuine needs.	99
Figure 96. Meaningful play at the formal, social and cultural level.	101
Figure 97. The idea of the Magic Circle.	102
Figure 98. Games schema; rules, play and culture.	103
Figure 99. Investigate your MP's Expenses landing page.	105
Figure 100. Des Browne MP's expenses page on Investigate your MP's Expenses website.	106
Figure 101. The criticisms of industry gamification applications.	107
Figure 102. The differences between gamification and gameful design (Chen, 2012).	108
Figure 103. Mapping qualities of well-being experiences with social change outcomes.	110
Figure 105. Invitation visual for co-design workshop participants to take part in user testing.	128
Figure 106. The main screen.	129
Figure 107. The mission info screen.	130
Figure 108. The user's community screen.	135
Figure 109. The experience and wellbeing screens	137
Figure 110. The help and resources screen.	139
Figure 111. A cause groups profile showing its events, story feed, forum and community.	140
Figure 112. The recorded user testing feedback.	143
Figure 113. The development of the main navigation.	143
Figure 113. Aesthetic research left to right inspired by fantasy, futurism and science.	144
Figure 113. The development of the main navigation.	144

# REFERENCES

- Aked, J. (2015). What's Different about How Volunteers Work? Relationship Building for Wellbeing and Change. *IDS Bulletin*, 46(5), 29–42. <https://doi.org/10.1111/1759-5436.12173>
- Apter, M. J. (1991). A structural-Phenomenology of Play. *Adult Play: A Reveral Theory Approach*.
- Bidee, J.; Vantilborgh, T.; Pepermans, R.; Huybrechts, G.; Willems, J.; Jegers, M. and Hofmans, J. (2012) 'Autonomous Motivation Stimulates Volunteers' Work Effort: A Selfdetermination Theory Approach to Volunteerism', *Voluntas* 24.1: 32–47
- Csikszentmihalyi, M. (1975). *Beyond Boredom and Anxiety*. Jossey-Bass Publishers.
- Deterding, S., Khaled, R., Nacke, L., & Dixon, D. (2011). *Gamification: Toward a definition*.
- Dichev, C., Dicheva, D., Angelova, G., & Agre, G. (2014). From Gamification to Gameful Design and Gameful Experience in Learning. *Cybernetics & Information Technologies*, 14(4), 80.
- Dong, T., Dontcheva, M., Joseph, D., Karahalios, K., Newman, M., & Ackerman, M. (2012). Discovery-based Games for Learning Software. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 2083–2086). New York, NY, USA: ACM. <https://doi.org/10.1145/2207676.2208358>
- Grenne, E. (2003). *Connecting with Generation Y*. The Chronicle of Philanthropy. Retrieved from <https://www.philanthropy.com/article/Connecting-With-Generation-Y/188409>
- IDEO.org. (2015). *The Field Guide to Human-Centered Design* (1st edition). San Francisco, Calif: IDEO.org / Design Kit.
- Inbar, O., Seder, T., Tractinsky, N., & Tsimhoni, O. (2011). Driving the Scoreboard: Motivating Eco-Driving Through In-Car Gaming - Enterprise Gamification Wiki. Retrieved January 26, 2018, from [http://www.enterprise-gamification.com/mediawiki/index.php?title=Driving\\_the\\_Scoreboard:\\_Motivating\\_Eco-Driving\\_Through\\_In-Car\\_Gaming](http://www.enterprise-gamification.com/mediawiki/index.php?title=Driving_the_Scoreboard:_Motivating_Eco-Driving_Through_In-Car_Gaming)
- Fine, A. (2008, August 21). It's Time to Focus on a New Generation. *Chronicle of Philanthropy*, pp. 22–22.
- Griep, Y., Hyde, M., Vantilborgh, T., Bidee, J., De Witte, H., & Pepermans, R. (2015). Voluntary work and the relationship with unemployment, health, and well-being: A two-year follow-up study contrasting a materialistic and psychosocial pathway perspective. *Journal of Occupational Health Psychology*, 20(2), 190–204. <https://doi.org/10.1037/a0038342>
- McGonigal, J. (2011). *Reality is broken : why games make us better and how they can change the world*. New York : Penguin Press, 2011.
- McKnight, J. L. (2013). *The Four-Legged Stool*. Kettering Foundation.
- Miller, S. (2018). Are NGOs double-edged swords of democracy?
- Millette, V. and Gagné, M. (2008) 'Designing Volunteers' Tasks to Maximize Motivation, Satisfaction and Performance: The Impact of Job Characteristics on Volunteer Engagement', *Motivation and Emotion* 32: 11–32

- Oostlander, J.; Güntert, S.T.; van Schie, S. and Wehner, T. (2013) 'Leadership and Volunteer Motivation: A Study Using Self-determination Theory', *Nonprofit and Voluntary Sector Quarterly* XX.X: 1–21
- Salen, K., & Zimmerman, E. (2004). *Rules of Play: Game Design Fundamentals*. MIT Press.
- Salen, K., & Zimmerman, E. (2005). Game design and meaningful play. *Handbook of Computer Game Studies*. Retrieved from <http://www.waffler.org/wp-content/uploads/2009/05/Game-Design-and-Meaningful-Play.pdf>
- Salmond, M., & Ambrose, G. (2013). *The fundamentals of interactive design*. Lausanne ; Worthing : AVA Academia, 2013.
- Sanders, E. B.-N., & Stappers, P. J. (2012). *Convivial toolbox : generative research for the front end of design*. Amsterdam : BIS, c2012.
- Sanders, E. B.-N. (2013). *Prototyping for the design spaces of the future*. Retrieved from <http://www.maketools.com/articles-papers/Sanders2013Prototyping.pdf>
- Sanders, J. (2008). *The New Zealand non-profit sector in comparative perspective*. Wellington, N.Z. : Office of the Community and Voluntary Sector, c2008.
- Sheth, S., Bell, J., & Kaiser, G. (2011). HALO (Highly Addictive, Socially Optimized) Software Engineering. In *Proceedings of the 1st International Workshop on Games and Software Engineering* (pp. 29–32). New York, NY, USA: ACM. <https://doi.org/10.1145/1984674.1984685>
- Smith, D. H., and Stebbins, R. A. Introduction. In Smith, D. H., Stebbins, R. A., and Grotz, J. (Eds). (2016). *The Palgrave Handbook of Volunteering, Civic Participation and Nonprofit Associations*. Palgrave MacMillan, USA: NY.
- Statistics New Zealand. (2015). Non-profit institutions satellite account: 2013. Retrieved from [www.stats.govt.nz](http://www.stats.govt.nz)
- Sriskandrah, D. (2017). How NGOs and social movements can learn to work together better | openDemocracy. Retrieved March 14, 2018, from <https://www.opendemocracy.net/democraciaabierta/CIVICUS/dhananjayan-sriskandarajah/how-ngos-and-social-movements-can-learn-to-work-together>
- Tennant, M., O'Brien, M., & Sanders, J. (2008). *The history of the non-profit sector in New Zealand*. Wellington, New Zealand : Office for the Community and Voluntary Sector, c2008.
- Tennant, M. (2006). *Defining the nonprofit sector : New Zealand*. Baltimore, Md : The Johns Hopkins University Center for Civil Society Studies, c2006.
- Volunteering New Zealand. (2017, April). Overview paper on the state of volunteering in New Zealand.
- 5 Stages in the Design Thinking Process. (n.d.). Retrieved March 12, 2018, from <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

# Appendix



Date: 30 March 2017

Dear Roshan Patel

Re: Ethics Notification - **4000017505 - Civically Engaged New Zealand**

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

If situations subsequently occur which cause you to reconsider your ethical analysis, please contact a Research Ethics Administrator.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

**A reminder to include the following statement on all public documents:**

*"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.*

*If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director - Ethics, telephone 06 3569099 ext 86015, email [humanethics@massey.ac.nz](mailto:humanethics@massey.ac.nz). "*

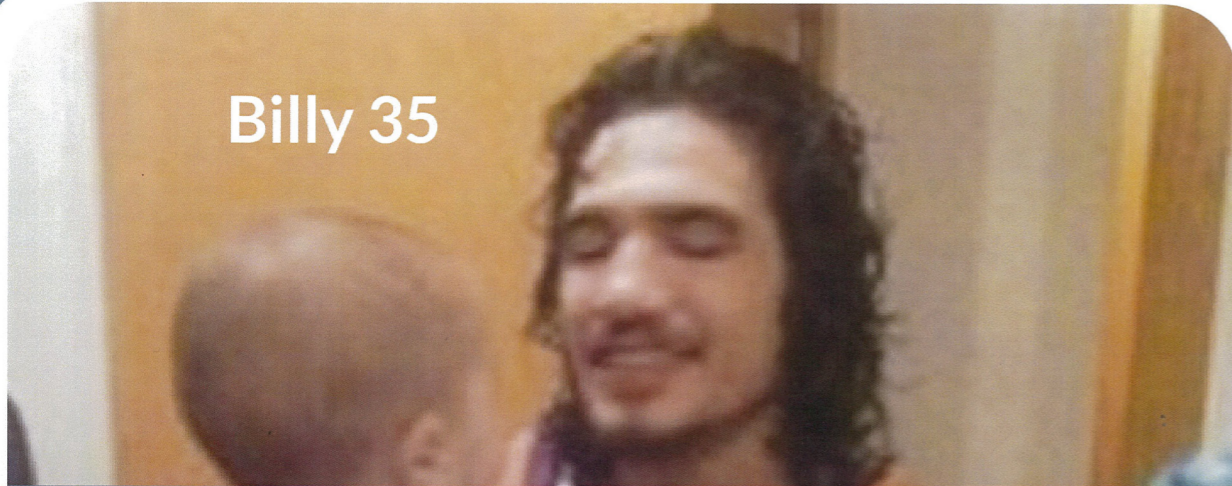
Please note, if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to complete the application form again, answering "yes" to the publication question to provide more information for one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Dr Brian Finch  
Chair, Human Ethics Chairs' Committee and Director (Research Ethics)

Research Ethics Office, Research and Enterprise  
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand T 06 951 6841; 06 95106840  
E [humanethics@massey.ac.nz](mailto:humanethics@massey.ac.nz); [animaethics@massey.ac.nz](mailto:animaethics@massey.ac.nz); [gtc@massey.ac.nz](mailto:gtc@massey.ac.nz)

# Billy 35



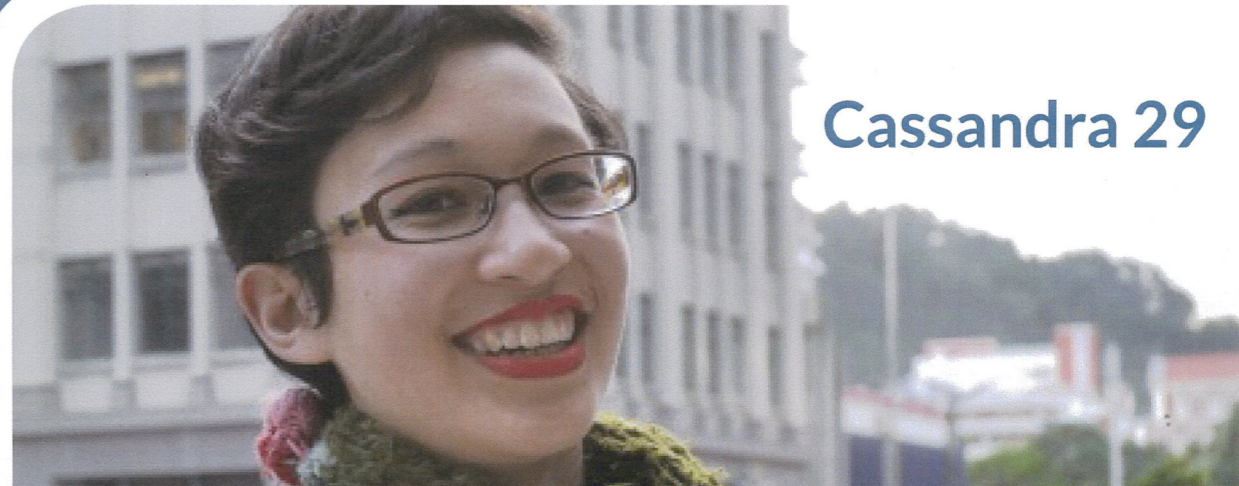
Maori  
Lives in Tauranga  
Carpenter

Left school at 16  
Completed a building  
apprenticeship

Married  
2 Children

Billy needs volunteering to be fun and rewarding because he doesn't have any time for civic work

# Cassandra 29



Pakeha  
Lives in Wellington  
Receptionist

Perfectionist  
Expert at social media

In a relationship  
Atheist

Cassandra needs a way to get engaged in physical volunteering - because her preferred volunteering website sparked.com doesn't list physical volunteering jobs.

A few years ago Billy needed to go to family counseling to help with whanau relationships and Community Money Advice for his whanau's finances.

He said "change was hard when I was interacting with helpers that had different world views to my own. The workers didn't understand our Maori view or our situation."

Billy said "Inequality is a big problem. And the way organisations dictate, using hierarchy, is not effective. The workers have to change their work from being 'for the people' to 'with the poor' - that will help the most".

Billy was given heaps of pamphlets which he didn't like. He

Gen-Y are used to being bombarded with information, Messages need to be direct to compete with popular culture. They crave 'in a nutshell info', if they don't get the info they will move onto something else.

Clubs affected: by working weekends, unemployment & individualization of leisure, also an increasingly competitive entertainment market, and if People aren't involved with clubs while young they won't be involved in sector as adults

When an experience is difficult for us, offering challenging goals, tracking points and levels and achievements, and providing virtual rewards can make it easier to get through the experience. The most important work that game designers can do is to make things that are hard for us as rewarding and intrinsically rewarding as possible. Common failure states: Feeling like decisions are arbitrary, not knowing what to do next, not

said "I think it would be better to have the information on my phone and compact, like in a nutshell. Cause that's where I get all my information from these days, on apps like Stuff and Facebook."

When asked about volunteering Billy said; "I'm pretty busy with work, my wife and kids, and then I want to play sport in the weekend with my friends. So I probably won't help any organisation. I have no time for it. I don't even get much time to play the playstation! - It would be cool if volunteering could be a video game though! So you get challenges and points, and levels, and rewards, then it would be fun too and

the rewards will make you feel good, like intrinsic rewards."

When asked about donating Billy said "Now I can afford to, I'd donate, but only if it's easy though, like through my phone, so safe and easy."

Billy added "I am from a big whanau and what I have learnt from that is that to build a healthy community you need to do four things: 1. bring people together, 2. tell stories, 3. involve everyone in making the rules and policies, and 4. bring more inclusiveness into everything - involve everyone. And one key thing which is very effective is using word of mouth to spread your messages."

Perceived Risk has negative influence on intention to use.

There are 4 imperatives for the foundation world to build community: 1) Conveners, 2) Story-telling, 3) Public Policy, 4) Inclusiveness

Non-profits need to recognize the importance of WOM communication, conversations between members or members and page operators.

Change is difficult when people are interacting with those they perceive to have different worldviews from themselves.

Inequality and poverty are major problems - traditional hierarchical, top-down governance seems ineffective to address these problems. To improve upon the ineffectiveness of traditional approaches - 'replace for the people' by 'with the poor'

Users of m-payments are sensitive to social influence, and consider their friends expectations regarding their usage of the technology. Peer influence also has a positive effect on the perceived enjoyment and usefulness of m-payment services.

The use of social media is valuable, as it offers an economical means for two-way communication for up to date information. (eg FB users have considerable focus on the interaction process with non profit orgs and between themselves when browsing) People want to talk with other people, but most importantly, they want their questions answered directly by the organisations. Through conversations, viewers gather more knowledge about orgs and activities, learn more about social issues which may suit their personal interests, and are provided with more opportunities to contribute physically and financially to charitable and social campaigns and movements. Non-profit

Cassandra uses the volunteering website www.sparked.com in her spare time to help community organisations. She heard about the website from one of her friends so they both enjoy volunteering on it.

On the website she has saved her skills as: Social Media, Marketing, Finance and Human Resources. She offers her advice on issues and questions on the site where ever she can and in return gets many "thumbs-ups" and "answer points" which motivates her more.

She likes that the jobs which match her skill set are presented on the home page. And she likes the direct 2-way communication she can have with the organisation in the Q&A area. She says she learns so much

Non-profits need to educate millennials on their missions and objectives, millennials don't want to be sold on issues.

Expressive organisations (recreation, culture, and the expression of values and beliefs) are less likely to employ staff, and more likely to rely wholly on volunteers. Decline: The decline of Non-profits is linked to Volunteer shortages, volunteers feel oppressed with training demands and compliance regulations. So there is challenges in recruiting & retaining Staff.

about the organisation through that. Cassandra realises that the one off jobs she does for the different charities on the website doesn't make her part of the charity organisation.

Cassandra said "This site is good for business and admin stuff but its features fall short in enabling you to volunteer physically"

She said the website doesn't offer much in educating the users on all the missions the organisations work on - because the organisations just posts small jobs which they need done on the site.

Cassandra recently tried joining a non-profit organisation as a volunteer but was put off by the training demands and the compliance regulations.

Community Building is to mobilize skills and resources and apply them. But the questions such as who will be involved, what degree the participant can get involved, who is in charge, what issues are to be discussed, what kind of action is to be used, how broad is the issues they will work on, vary considerably in different contexts or communities.

Momentum dissipates as people get distracted by more immediate concerns like food.

How can we create Supertrust?

A few years back Cassandra went to Vietnam and worked with a charity organisation helping to rebuild some villages. Although she found that the organisation she volunteered with didn't set out clearly the degree she could get involved with the people, and also wasn't clear on what type of action was to be used, and how broad the issue was that they were working on. So their community building approach was a mess. She basically just became a labourman there.

She found when progress was slow, momentum dissipated as the people got distracted by more immediate concerns like food. She realised a big part of volunteer work with the poor is developing trust.



## Elliot 20

**Samoan**  
Lives in Palmerston North  
Sports Student

Plays rugby, touch  
and volleyball.  
Gamer

Single  
Christian

Elliot realises New Zealand needs a way to change the attitude employees and managers of non-profits have towards computer usage - because non-profits can create a sense of community for people effectively online, and that can increase peoples civic engagement.

They are readily bored, easily distracted and expect to be entertained so need visual stimulation.

Millennials are reliant on technology and demand it to be put into their course work.

A main challenge for developers of MPIS is how to apply an integrated suite of instrumental and experiential functions, in order to enable productive and prolonged use.

Elliot loves computer games and sports. In his spare time you can catch him hours on end playing MMOG's massively multiplayer online games like World of Warcraft, or on the rugby field.

Elliot tells us he gets readily bored, easily distracted and always expects to be entertained, therefore he enjoys the visual stimulation computer games give. As a result he always wishes his sports education lectures used more 3D animations and apps instead of text books.

When playing WoW Elliot likes how there is an integrated suite of instrumental and experiential functions, which enables productive and prolonged use.

Since the game is built around communities and

We must reward social relationships that encourage people to practice at becoming effective individually and collectively. To create the psychological foundations for people to develop skillful social behavior.

Local government and non-profit leaders can better develop strategies to strengthen and increase ties of new comers to their current and past communities of residence. Can communities create a 'sense of community' for new comers from different regions? A strong sense of community will increase civic engagement.

being in a network of groups, he realised how it is important to reward social relationships that encourage people to practice at becoming effective individually and collectively. He said "it creates the psychological foundation for people to develop skillful social behavior."

When asking Elliot what local government and non profit's should do to create stronger communities and more civic engagement Elliot's first answer was: non-profit leaders have to develop strategies to strengthen and increase the ties of people to their communities - create a sense of community, and that will increase civic engagement (just like WoW).

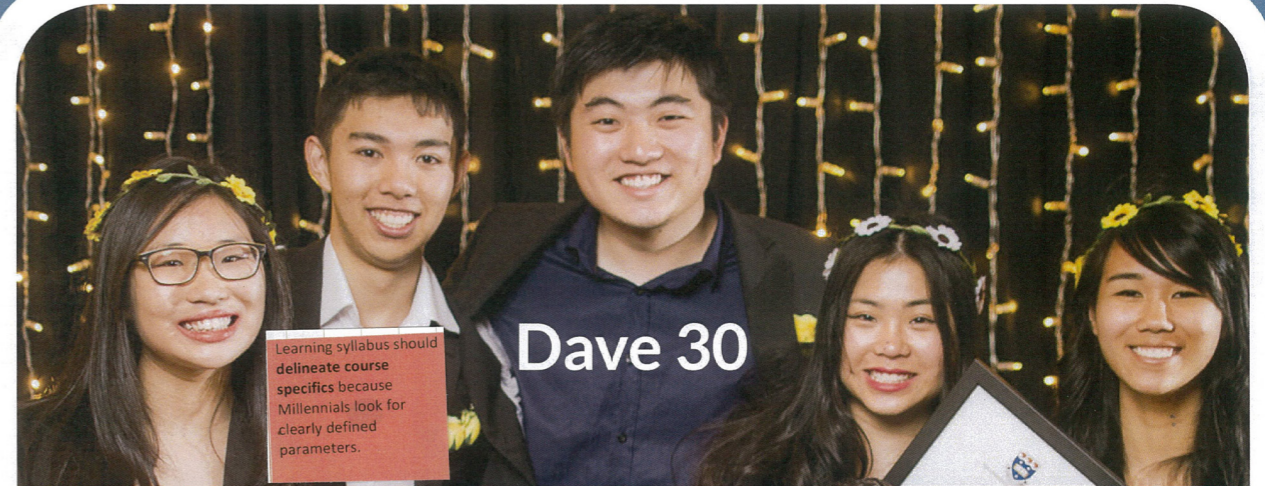
We need a way to connect with others who care about the same massively scaled goal we do. We need networked organizations that can solve problems better, move faster, be more responsible, and overcome the old ways of doing and thinking that paralyze us. How might businesses, governments, and nonprofit organizations team up to make each other more resilient during crisis? How could existing organisations work together to tackle these planetary-scale problems? How should these entities engage the super-empowered individuals who want to be part of changing the world?

Limitations of financial resources, equipment, expertise and training can have a -ve impact on both employees and managers attitudes to computer usage - the capacity to translate IT resources to improved performance.

He also said you need a way to connect people who care about the same massively scaled goals. Entities need to engage the individuals who want to be part of the changing world.

Also "networked organisations can help solve problems better, more faster and be more responsible. Eg. Businesses, governments and non profit organisations can team up."

"A lot of this these days can be achieved online but it's understandable that limited financial resources and equipment have a negative impact on employees and managers, of non-profits, attitude towards computers, it would be great if this could be changed."



## Dave 30

**Asian**  
Lives in Roto  
Businessman

Learning syllabus should delineate course specifics because Millennials look for clearly defined parameters.

There are questions about what design elements elements (and in what combinations) in gameful approaches are most likely to be effective in motivating learners in particular contexts.

Owns multiple businesses  
Is wealthy

Married  
Has 3 other siblings

Dave needs a way to bring the Rotorua Chinese Association up to scratch with how it is run - because the younger Chinese generation do not want to be a part of the organisation because they disapprove on how it is currently run

Governance is problematic: There is little research on: how boards & management work together, how responsibilities are divided, how relationships & tensions are managed, and how partnerships are governed.

Because of the limited funding and lack of comprehensive co-ordination and planning, the non-profit charity services provided are generally a temporary respite or limited in the impact.

Their skills, passion, digital dexterity & sense of powerfulness is unmatched by elders and creates problems. So organisations will lose millennials if they use top down hierarchical dictatorship.

Dave owns a social enterprise business called Quantum and also an Asian food store. His Quantum business represents a perfect example of the double bottom line with its positive social impact with the environment, and with people. Quantum has donated 1.5 million dollars to worthy causes in the past 7 years.

His parents were part of the Rotorua Chinese Association. But Dave, being the next generation, did not get involved because he found a lack of transparency and communication within the organisation. He also sees a large generation gap affecting associational life.

Dave said governance is a problem. There is no trace on how the NZ Chinese board and Rotorua Chinese management work together. It is not clear for the common

member to see how responsibilities are divided, and how relationships and tensions are managed - if managed. And most importantly how partnerships are governed.

The reason he links this to is the limited funding and lack of comprehensive coordination and planning. Which also often leads to the organisations services being a temporary respite or limited in impact as well.

Dave and his friends do not want to get involved. They think the organisation is running backwards in "traditional" ways.

He says their skills, passion, digital dexterity and sense of powerfulness is unmatched by the elders and creates problems. Him and his friends also wont accept being told what to do.

The most promising mission related to uses of technology is the potential for orgs to build relationships and communicate with clients and other external stake holders through electronic networks. The next step is to use interactive blogs, discussion lists, bulletin boards, real-time consultations, chat rooms, online training, virtual conferences, personalisable intranets and extranets, and social networking software can play a valuable role in strengthening bonds, building trust, and communicating strategically with core constituents.

There is a need for new actors who can become catalysts for change by creating and sustaining coalitions critical for moving development programs forward. There is no resource available to support those who want to join the change effort.

Dave says the most promising use of technology is the potential for organisations to build relationships and communicate with clients and other stake holders through online networks. Also the use of interactive blogs, chat rooms, virtual conferences and social networking software can all strengthen bonds, build trust and allows communicating strategically with constituents. He says elders don't have a grasp on this.

Dave further said there is a need for new actors, who can become catalysts for change, by creating and sustaining coalitions critical for moving development programs forward. And there is also a need for resources to be easily available to support those who want to join different change efforts in our communities.

# TALK,

people

whisper



## Brijule 24

Iraqi  
Lives in Auckland  
Designer

Shifted to NZ when she  
was 14  
Artist & Violinist

Single  
Muslim

Brijule needs a platform to help build communities - because there is no single platform that can help local governance, policy development and initiate action in people.

One thing that all positive psychologists agree on is that there are many ways to be happy, but we cannot find happiness. We have to make our own happiness - by working hard at activities that provide their own rewards. The less we fully participate in our everyday lives, the fewer opportunities we have to be happy. The emotional and social rewards we crave require active, enthusiastic self-motivated participation. Knowing what makes us happy isn't enough - We have to act on that knowledge.

Brijule has been brought up with Muslim traditions, and her and her family have a strong involvement with their local mosque and Muslim community. All year round they hold festivals and prayer events.

Brijule believes that we have to make our own happiness by working hard at activities that provide their own rewards. That is what motivates her to volunteer for many of the Muslim community events.

She says by adding extra roles for herself she adds to her hedonic & eudaimonic wellbeing and the feeling of mattering - that she matters.

Through her volunteering she has learnt that it takes time to build social interactions into productive networks of exchange, and also

Volunteering should be special because of the role accumulation approach, hedonic wellbeing (feel good about ones life situation, eudaimonic wellbeing (self realization - feeling good about oneself) and mattering (we are a significant part of the world around us enhancing self esteem).

It takes time to build social interactions into 'productive networks of exchange'. Improvements to personal and interpersonal well-being may add value to social change efforts. Individuals cannot get ahead without maintaining the trustworthiness of the network.

Effective group collaboration requires that all participants commit to the group activity and the existence of an appropriate working environment, an environment that make all group members comfortable and foster their participation. Failure to develop the desired environment will -vely impact the outcome of the group effort. Students should be aware of the status of their contribution at all times as well as that of their collaborators in order to corroborate that the final result will indeed comply with the shared vision of the expected outcome

More needs to be done to encourage greater participation by foundations in the policy realm, Community building needs to provide a platform for local governance, policy development and action. Can local leaders use local policy to increase a sense of belonging?

that individuals can't get ahead without maintaining the trustworthiness of the network.

Through her community she has seen that effective group collaboration requires all participants to commit to the group activity and the existence of an appropriate working environment.

She says a learning lesson for her has been that you have to be aware of yours and other collaborators contributions to confirm that the final result will comply with the shared vision and the expected result.

When asked what she feels could be designed to help community building she responded: "Community building needs to provide a platform for 1. local governance, 2. policy development and 3.

The websites ability to maintain good relationships among members will determine the strength of the community, and the successful sites can create the sense of belongingness. Internet users join virtual communities not only for gaining and sharing information but to satisfy their needs for a sense of community.

Non-profits need to teach young people why advocacy and policy change are a vital part of systemic change and so need to teach them to become network weavers, they already know how to use social media for social change

action, so everyone can get involved."

"On that platform local leaders should use policy more to create a sense of belonging for people."

"This platform can be online so it's easily accessible. Websites and virtual communities have the ability to maintain good relationships among members and this can determine the strength of the community and sense of belonging, so online is good."

He also mentioned that community organisations need to teach young people why advocacy and policy change are a vital part of systemic change & that now you can become good network weavers via social media.

## Michael 27

Volunteering is normal behavior, has mutual benefits, but contingent on personal resources.

Pakeha  
Lives in Dunedin

Hates his job  
Enjoys Drinking

Single and looking

Michael needs a way to be given opportunities for civic engagement in an easy way - because that is the only reason stopping him from helping an organisation in his community

The challenge is that volunteering for development is rarely organized in a way that helps the volunteer to work in a reciprocal way. Recruitment processes, placement descriptions and volunteer support systems are designed to service individuals, but not sustain networks of actors. Networked reciprocity is not achieved because of an individualized approach to social change which gives prominence to the volunteer.

Michael studied in Dunedin and then settled in Dunedin. He is a journalist for the Dunedin port. He is currently sick of his job and pretty much does not know what he is doing. He feels he is at his quarter life crisis.

When asked how to increase young people's interests in non profit organisations Michael said "non-profits need to create ways for young people to explore issues and ideas"

He wanted to share a strong opinion he had on charity organisations: "What I feel is if you are going to help a poor neighborhood or underprivileged people, you have to empower them

Non-profits need to create ways for young people to explore issues and ideas as schools dropped civic education.

If local government and non-profit leaders can increase the opportunities for civic engagement and the conditions that foster such engagements, they may be able to increase the retention rates of philanthropic dollars in their communities.

to a state where they are making themselves better. You often don't see this networked reciprocity because of an individualized approach to social change which gives prominence to the volunteer."

Michael isn't against volunteering, he just doesn't do any voluntary work. He said "we just need to be given opportunities in an easy way for civic engagement from local government and non-profit leaders."

"If we are all involved with non profits then I'm sure we will probably grow an affinity towards them, a connection, and donate towards them as well."

Viewers require info to be adequate and detailed so that they can have everything they need to know in one place.

There is a need to find an approach to manage Consultative and Policy development processes, to provide Non-profits with active and Meaningful Engagement.

The difference between millennials and previous generations are becoming more prevalent within the workplace with the biggest barriers to success including communication and technology.

Trust is the foundation of the relationship between organisations and themselves. The trust and action theme. Non-profit organisations are working in an era of heightened scrutiny, greater demand, fewer resources, and increased competition.

Michael adds: "If I was to do voluntary work I feel the information provided will need to be adequate and detailed, so I have everything I need to know in one place."

"I would probably like to try and contribute to the consultative and policy development processes because that to me would be meaningful engagement"

"I also don't want to volunteer in a charity organisation that has older people who can't use technology properly for communication."

"And lastly I need to trust the place I work for. They have to be doing things right in order for me to do something for them."

# Steph 19

The more urban the community the more likely one is to engage in voluntary activity, and older people are more likely to volunteer.



Maori  
Lives in Christchurch  
Early childhood educator

Experienced domestic violence

Single Parent

Steph needs a way to be given precise, clear and organised voluntary work - because surprisingly she feels non-profits aren't well prepared like that for volunteers

Steph is a nice girl in Christchurch who unfortunately got into the wrong company after leaving high school. She became pregnant in an unstable relationship which didn't work out and is now a single mum.

Philanthropic cultures are influenced by cultural, religious, and political beliefs in geographic communities.

When asked about volunteering Steph replied "I feel that volunteering isn't really part of my culture, none of my family or friends do it, maybe it's just like that in Christchurch? Like I think the government should be doing that work. Like it's their responsibility.

Fundraising: remains an anxiety and there is a competition for Contracts: where activities are identified by state, not them. While the current discourse is of partnerships, it is clear that further work needs to be done to achieve relationships based on mutual understanding and respect.

She further added; "I feel that the government and the government organisations aren't really helping our community efficiently. Government should work more closely, openly and effectively with the community

Government contracts destroyed the development of social capital in the society. - The government should adopt a more collaborative and partnership model.

organisations so we are all looked after well. And to show that they care."

"I reckon the government destroyed our sense of social capital like how in the past we all used to work and help each other as a community and control things ourselves. It's not like that anymore."

The goal is to move the user to a higher position in the FMB landscape. What is needed is for games to go beyond flow and Fierro, to provide a more lasting kind of emotional reward. We need games that make us happier even when were not playing. Then will we find the right balance between playing our favorite games and making the most of our real lives. If your not giving people the "I rock" vibe, your not getting people to stick around. I rock vibe = purpose, making impact, progress, change of success, fiero moments. Helping players participate fully is the hallmark of alternate reality projects.

When asked what needs to be done for her to help non-profit organisations she said "to make me volunteer the work needs to be something that I am able to do, and I need to feel motivated. Then I will do it. And the work has to be fun and gets me in the flow."

"I also don't want there to be any confusion about what I can do, and what I need to do. So if I go to Womens Refuge to volunteer for example, there needs to be planning,

Volunteering needs more planning, sorting priorities, matching capabilities & interests. Millennials need to be provided opportunities for meaningful participation, strategy and operations. Currently they feel unhappy with their reception - unappreciated.

sorting priorities, matching capabilities and interests in the volunteering management."

"I would like it to be offered opportunities for meaningful participation, strategy and operations."

A critical factor is the involvement of senior management and board members in a full range of IT decisions from long term planning to web site content. We find that Non-profits do not adequately engage in planning, budgeting, staffing, training, or collaborations for IT related activities and materials. Non-profits need considerable outside assistance in boosting their IT capacity.

"You know, nonprofit organisations maybe need to get on an app or something, so they can easily notify and make volunteering easy and smooth and have good communication. The organisations need to plan, budget and do training in I.T. Their managers and boards need to make that happen, or get some outside help for it"