



Evaluating the Happy Museum Project at the London Transport Museum

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Abstract

London Transport Museum (LTM) is developing the Happy Museum Project (HMP) in an attempt to integrate vulnerable adults into the museum as volunteers, increase the wellbeing and social sustainability of participating volunteers, and sustain LTM's involvement in the community despite changing resources. This report evaluates the HMP using interviews, surveys, and observations. The resulting recommendations build on the early success of the HMP to help LTM design and deliver future stages of the project.

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Authorship Page

This report was developed through a team effort by Alec Ishak, Theresa Logan, David Magnano, and Melinda Race. All members of the group contributed equally and were involved in writing all sections.

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Executive Summary:

Evaluating the Happy Museum Project at the London Transport Museum

Importance to Society

Museums have recently been taking a broader role in society by shifting their focus towards the higher mission of reaching out to their surrounding communities and promoting sustainability and wellbeing. In support of this shifting focus, museums across the UK are launching new outreach programs. Programs such as the Conversation Hub at LTM are furthering the effort to promote a happier and more sustainable future for the UK by integrating adults from vulnerable backgrounds into the life of the museum in an attempt to increase their social sustainability and wellbeing.

Goals and Background of the Project

HMP objectives include increasing wellbeing and social sustainability of volunteers and integrating adults from vulnerable backgrounds into the museum as volunteers. The stage of the program the project team evaluated provided six hours of training a week focused on the development of work skills to help increase volunteers' professional development. The volunteers from vulnerable backgrounds were recruited through St. Mungo's, a homelessness charity, while others were from the existing pool of LTM volunteers.

The purpose of this study was to evaluate the first stage of the Conversation Hub, the Happy Museum Project (HMP). During this first stage, volunteers met once a week to develop a new theme for the handling trolley for LTM. The handling trolley is a popular exhibit among LTM visitors where visitors have the opportunity to touch and get a closer look at some of the museum's artifacts. On HMP meeting days, the volunteers worked from 10:00 AM to 4:00 PM and participated in group meetings at the start and end of each day. At each group meeting, volunteers would record their happiness on a 1 to 10 scale to track any trends in their wellbeing. During the afternoon meeting, volunteers would identify what work skills they had developed while working that day so the project manager could record their professional development.

Project objectives included evaluating the benefits of volunteering at LTM and exploring how the HMP affected the social sustainability of its volunteers. Overall the HMP is a success. However, the project team recommended possible improvements to strengthen future stages of the program.

Conclusions and Recommendations

The structure of the HMP too heavily emphasizes the development of work skills.

This limits the volunteers from moving beyond solely seeking work skills. Volunteers' interests have evolved and they have been expressing a greater interest in transport and working with the museum visitors. If the HMP is structured more like other volunteer programs at LTM, the HMP volunteers will get a more complete volunteering experience. Existing LTM volunteers have reported gaining work experience through participation in current volunteer programs.

HMP's orientation period is too long and needs to be shortened.

New volunteers could complete a separate orientation before the project meetings occur. A buddy system could be implemented between new and previous volunteers to help acclimate the new volunteers to the museum environment.

The existing practice of reflecting on skills developed needs to be altered.

Volunteers are learning unforeseen skills and building their self-confidence more rapidly than was originally expected. So that these new skills can be taken into account, the volunteers should have open discussions about each day's accomplishments. Discussing progress made during the day helps develop self-confidence.

Creative use of existing volunteers could help HMP reduce personnel expenditures.

A buddy system would allow for new volunteers to be trained with little to no drain on staff resources and contribute to the self-sustainability of the HMP. Data from a survey of the LTM volunteers found that volunteers who share interests with the volunteers recruited through St. Mungo's are interested in helping integrate vulnerable adults into the museum.

Overall Conclusion

Overall, the HMP is a successful project designed to help integrate new volunteers into the museum and create a new theme for the handling trolley exhibit at LTM. Thus far, the program appears to be achieving its goal of increasing the social sustainability of the volunteers by fostering their professional development. However, there are ways to strengthen future stages of the program such as restructuring the HMP orientation and meetings, implementing a buddy system, articulating clear goals and objectives at the start of the program, and increasing the self-sustainability of future stages of the program. The HMP is well-positioned to become a long-lasting outreach program to promote a happier and more sustainable future and serve as an exceptional example for future outreach programs at LTM.

Introduction

Museums are constantly striving to maintain and justify their roles in society. Typically they emphasize their educational role; however, more recently museums have been taking a broader role in society by shifting their focus towards the higher mission of reaching out to their surrounding communities and promoting wellbeing. Wellbeing can be defined as the feeling that one's life is fulfilling, meaningful and worthwhile (Thompson and Aked 2011). Museums are well-suited to help society transition to a state of higher wellbeing as they have large audiences, are well-trusted institutions, are not commercially controlled or influenced, and act as public meeting spaces that bring diverse groups of people together. In support of the shifting focus of museums, outreach programs are being launched across the UK to help museums step into this broader societal role of promoting sustainability and wellbeing. An organization known as the Happy Museum Project has furthered this effort by giving funding to six UK museums that are committed to sponsoring outreach programs that promote a happier and more sustainable future for the UK. Our project evaluates London Transport Museum's (LTM's) project, The Conversation Hub, in this initiative.

Outreach programs which integrate volunteers into museums benefit both the volunteers and the museum itself. Volunteers can provide essential connections between museums and their surrounding communities. Additionally, volunteers provide free labor which allows museums to extend their services. Around half of the workers in museums are volunteers. Individuals receive many benefits from volunteering such as new challenges and skills, stepping stones into employment, opportunity to be involved in and give back to the community, involvement in something rewarding, and increased wellbeing and social sustainability. While the impacts of volunteer programs are evident, the larger impact on wellbeing and social sustainability remains poorly studied.

As part of the Happy Museum Project, the London Transport Museum (LTM) has started the Conversation Hub, which integrates adults in sensitive situations into the life and work of the Museum as volunteers in an effort to increase their wellbeing and social sustainability. The Conversation Hub is also attempting to promote sustained community involvement despite changing resources while delivering a program with more extensive staff involvement than past programs.

The program, which began in February 2012 and will continue throughout the year, has been divided into three stages. The first stage, and the focus of this report, is called the Happy Museum (HMP). During this stage, HMP volunteers are expected to create a new theme for the handling trolley exhibit at LTM. The trolley allows visitors to handle some of LTM's artifacts in order to facilitate learning through a "hands on" experience. The HMP volunteers will be researching objects and deciding which are most appropriate to include in the new rotating collection. This stage of the project will conclude in May 2012.

The goals of this project were to identify the benefits of volunteering at LTM, evaluate how volunteering affects the wellbeing and social sustainability of the volunteers, and determine LTM staff perceptions of volunteers at the museum. Additionally, the project team explored how successful the HMP was in integrating vulnerable adults into the museum as volunteers and recommended how future stages of the HMP could better achieve this goal. The project had four main objectives:

- (1) Determine the benefits of volunteering and its effect on wellbeing and social sustainability. Research the increasing role museums play in sponsoring outreach programs.
- (2) Develop an understanding of volunteering at LTM to use as a baseline for comparison with HMP volunteers, focusing on the specific benefits of volunteering at LTM, the volunteers' motivations for choosing LTM, and the level of staff interaction with current volunteers.
- (3) Identify the goals of LTM and the HMP volunteers and assess if the program is meeting their goals and expectations, and recommend how the program could change to better meet these goals and expectations. Determine staff perception of the HMP.
- (4) Clearly articulate the benefits of volunteering at LTM, focusing on the HMP

By looking holistically at the HMP through these objectives, we hoped to help this program achieve impact and sustainability over the long term. The HMP is off to a good start but could be more effective in meeting its design goals. This report presents data and recommendations to strengthen future stages of the program.

Literature Review

Museums

Purposes

Museums began as repositories of cultural, historical, artistic, and scientific artifacts. The role of museums has developed over time to include not only collecting artifacts, but also educating the public and sponsoring outreach programs. John Falk said “[museums] can be described as public institutions for personal learning” (Falk and Dierking, 2000, p.xii). People go to museums not simply to view objects on display, but to learn, and to find meaning and a connection. There are many other forms of education and entertainment widely available, such as books, television, and the Internet, but people still visit museums because of their distinct appeal. Museums have a physical aspect to them that other modes of entertainment lack. Visitors are actually surrounded by information, and this can facilitate a different learning experience (Falk and Dierking, 2000). Another unique aspect of museums is that they are a place of so-called ‘free-choice’ learning, where people choose their own path through exhibits (Falk, Dierking, and Foutz, 2007). This learning style is more voluntary than the formal learning of the schoolroom, and allows visitors to fulfill their primary objectives for visiting a museum: both to learn and to have fun (Falk and Dierking, 2000).

There has been a shift in museum education from a ‘didactic’ approach, where museums would simply present objects and information to visitors, to a more ‘constructivist’ perspective, where museums are trying to make learning more personal and interactive (Falk, Dierking, and Foutz, 2007). As described in *The Participatory Museum*, “The first step to personalizing cultural institutions is to take an audience-centered approach to the experiences offered” (Simon, 2010, p. 34). Traditionally, museum exhibits were developed by in-house curators without much outside influence and then targeted at specific visitor groups. Frequent visitors and the staff of museums are experts in how to utilize museum resources, but for museums to connect with the majority of their visitors they need to pay attention to their visitors’ unique needs (Simon, 2010). Museums are beginning to use more visitor centric approaches in how they develop and deliver their exhibits and programs. This helps museums relate more to their visitors, who have a wide variety of interests, needs, and learning styles (Thompson and Aked, 2011). Museums can work more closely with museum patrons to design their programs and exhibits to reflect the interests

of the community, with the overall goal of integrating the museum into its community and make it more relevant to local people and their lives (Simon, 2010). There has been extensive research conducted on how people learn in museums, and museums are taking this knowledge and using it to make their exhibitions and programs more engaging. Many factors influence how a person learns, including prior knowledge of the subject, cultural background, purpose in visiting the museum, past experiences, and the expectations of the visitor (Falk, Dierking, and Foutz, 2007). This has led to greater customization in how museums present information and has changed the role of the museum from that of an authority figure and an educator to that of a partner who facilitates learning (Falk, Dierking, and Foutz, 2007, p.85).

Outreach Programs

Museums are changing from their previous authoritarian perspective to one where they are more engaged with the community. This not only makes education in museums more accessible, it also helps museums transition into a more enlightened role to benefit society (“The Educational Role of the Museum”). The Happy Museum Project is an organization whose goal is to aid UK Museums in giving back to the community to help create a happier society (“The Happy Museum”). Tony Butler, director of the Happy Museum Project, said that "museums [should view] people not as audience but as collaborators, not as benefactors but citizens and stewards." (Atkinson, 2011). Projects such as the Happy Museum Project have arisen from the convergence of two ideas: the need to promote sustainability and the fact that material consumption is less important to wellbeing than many assume (Thompson and Aked, 2011). Museums are uniquely well-suited to promote this confluence of ideas and therefore promote a more sustainable and happy society. This is because museums have large audiences, they are keepers of collective memories with no commercial control or influences, they are well-trusted institutions, and they are a gathering place to help bring diverse groups together. Despite these advantages, many museums still remain elitist institutions that are slightly set apart from the community. In order to take the next step towards a more enlightened and involved role, museums need to answer a question as suggested by “Robert Janes in his book *Museums In a Troubled World* ... ‘the salient question for museums is whether they can transcend their commitment to the stewardship of collections and embrace broader societal issues?’” (Thompson and Aked, 2011, p.4).

Outreach programs and the involvement of community members and volunteers can help museums step into this broader societal role to promote sustainability and wellbeing. Museums have long depended on volunteers, not simply for free labor, but also for their connections to the local community. This community role goes beyond volunteers; museums usually employ people from the local community, use local goods and services, and draw visitors from the local area. Museums can take advantage of this central role in the community and lead by example to promote a sustainable future and increased wellbeing. By taking more risks, museums can see a higher return on their efforts. Many museums have had different kinds of outreach programs before, but these began largely as formal learning programs targeted at schools. These programs are evolving into more extensive and informal learning experiences for a more diverse array of visitors.

One effort to improve wellbeing and visitor experiences and become more involved in the community is the London Transport Museum's newest project: the Conversation Hub. This program is funded by the Happy Museum Project, which is also helping several other museums such as the Manchester Museum, Godalming Museum, the Cinema Museum and the Story Museum through various programs (Atkinson, 2011). The Conversation Hub is focused specifically on increasing wellbeing and takes advantage of the Museum's function as a physical meeting space to promote social interaction and learning. These volunteering opportunities can positively "influence the wellbeing of individuals by leaving them with a sense of self-worth and status in the community" (Thompson and Aked, 2011, p.7).

Volunteers in Museums

Volunteers are an essential component of museum operations and fill various roles as needed by individual museums. These roles can range from visible ones in museum management, such as display work, sales, or administration, to behind-the-scenes work, such as archiving, research, and field work. The presence of volunteers in museums is critical to their success as budget constraints often lead to staff shortages. It is estimated that 92% of museums in the UK rely heavily on volunteers as volunteers constitute over half the people working at most museums (Morris Hargreaves McIntyre, 2011). Several organizations have attempted to determine the number of volunteers working in museums in the UK. According to the BTA/ETB and the Museums and Galleries Commission there are approximately 25,000 volunteers working

in museums in the UK (The Baring Foundation). Another organization, the British Association of Friends of Museums, estimates that there are more than 100,000 volunteers in the heritage sector (The Baring Foundation).

Benefits of Volunteering

Personal Benefits

Just as volunteers fill roles needed in museums' operations, museums have been shown to fulfill the personal needs of the volunteers. According to The Baring Foundation volunteers are motivated to donate their time to satisfy one of several needs ranging from social to emotional functions (The Baring Foundation). Miller strengthens these arguments, highlighting the "dual nature of volunteerism." Volunteers can help others and contribute to the community at large while benefiting 'psychosocially' in ways such as "increased self-esteem, attitudinal changes, improved self-concept, reduced alienation, increased feelings of helpfulness, greater sense of social responsibility, reduction on problem behaviors and increased sense of self purpose" (Miller, 2002). Although many demonstrate the benefits of volunteering in the broad areas of professional ability, personal growth and community involvement strong evidence of these benefits does not exist. Long, Larsen, Hussey, and Travis highlight the lack of evidence, stating that so far, no research has found a solid connection between doing volunteer work and increased scholastic or professional ability. They also emphasize that more research is needed on the effects that volunteering and other service-learning activities has on its participants and society (Long et al., 2001).

Projects similar to the Conversation Hub have already proven to be 'psychosocially' beneficial to those who participate. The Manchester Museum and Imperial War Museum North have recently concluded the In Touch program which employed 'socially estranged' individuals at the museums as volunteers. The museums also offered training opportunities to those who volunteered. Of the total number of volunteers in the In Touch program, 84% completed the 10 week program. Of those who completed it, 89% went on to continue volunteering and another 18% moved directly into employment. Upon completion of the program, volunteers reported a 61% increase in self-confidence and a 49% increase in self-esteem. Additionally, 81% of the volunteers reported gaining a positive outlook on their lives through participation in In Touch (Morris Hargreaves McIntyre, 2011).

Work Experience

Volunteers in museums often do the same work as museum employees and therefore often get the same experience as paid employees. As a volunteer, a person gains interpersonal experience and whatever skills may be associated with their task (Day, 1998; Miller et al., 2002). While in a working environment, a volunteer is also offered the chance to make connections with employers who may be interested in hiring. In the US, many companies accept volunteer experience in lieu of work experience. Employees with volunteer experience have also been known to make up to 7% more than employees without volunteering experience (Day, 1998). In addition to workplace experience, volunteers gain marketable skills. In a volunteer program in which the volunteers had disabilities, the volunteers learned how to use various tools (electric drills, hedge clippers, etc.) in an effective manner, even when they had never used these tools before. In this same study, the volunteers were recorded to have developed an increased sense of social interaction with each other and their supervisors (Miller et al., 2002).

Work Readiness

Homelessness is an issue that cannot be addressed solely by meeting the basic needs of individuals in vulnerable situations. Research has shown that the most effective way to ensure that these individuals do not revert back to homelessness is to help them find jobs. “Jobs are one of the key routes away from social exclusion, offering a pathway towards financial and social independence” (Lownsborough, p. 5). Organizations that sponsor programs to help the homeless re-enter the professional world emphasize the importance of personal, social, health, and economic development. Personal development is necessary as it encompasses “increased confidence, self-esteem, belief in ability to change; development of daily routine and structure; ability to set and work towards goals, capability to sustain themselves in housing” (Luby & Welch, p. 3). Social development is equally as important as it involves communication and social interaction skills, social networking, and reduced social alienation. Health development is also necessary and involves improvement in the areas of wellbeing and mental health. Lastly, economic development is vital as it is “the ‘soft’ and hard skills necessary for employment; contacts in the labour market; a chance to establish a work record; improved earnings once in work” (Luby & Welch, p. 3). Many organizations consider personal, social, health, and economic development important stepping stones into the professional world.

Organizations working with adults in vulnerable situations also emphasize basic skills that serve as stepping stones back into work readiness and the work force. According to workGo, a job readiness and work entry program, the following skills contribute to success in the professional world. These skills include a positive attitude, time management skills, prioritizing tasks, showing initiative, a desire to learn, the ability to follow directions, flexibility, communication skills, self-respect, and self-control (workGo). The National Work Readiness Council (NWRC) states that indicators of work readiness include communication, decision making, interpersonal, and learning skills. Communication skills include speaking, listening and reading skills, decision making skills encompass math and problem solving skills, and interpersonal skills include cooperation, conflict resolution, and teamwork (National Work Readiness Council). St. Botolph's program TRACKS helped homeless individuals develop greater confidence, self-esteem, and other skills to help them re-enter the work force. TRACKS emphasized and taught basic skills such as IT, numeracy, literacy, and communication. In addition, TRACKS emphasized employment and training skills such as study skills, health and safety, decision making, and problem solving skills. Lastly, it taught independent living skills related to health, self-reliance and self-worth, and social and interpersonal skills (Squirrell, 2001).

Other programs emphasize the importance of teaching technical and vocational skills, attending short training courses on resume presentation and interview techniques, and learning practical life skills (Lownsborough). Hannah Lownsborough highlights the importance of practical life skills in becoming work ready, stating "Learning practical life skills can frequently act as a gateway for learning the same skills in a more technical way, so that it becomes relevant for employers" (Lownsborough, p. 13). In addition, she emphasizes that self-perception and critical self-assessment are some of the main barriers that prevent homeless individuals from successfully re-entering the work force. This highlights the importance of life skills training as "Life skills training challenges people's misperceptions about their own abilities" (Lownsborough, p. 14). Life skills training helps individuals identify their strengths and weaknesses, which is useful in determining which jobs are suitable for their talents and skill levels.

Social Functionality

An increase in social functionality has been seen among volunteers who have felt alienated by their peers. The Teen Outreach program had participants take an alienation self-assessment test before and after enrolling in the program. Those who participated for 10 weeks showed a decrease in alienation soon after leaving the program, but later tests showed that these numbers climbed back to their original rating. People who participated in the program for 20 or more weeks showed a persistent decrease in feelings of alienation. This difference between the 10 and 20 week period show that the service they did was integral to this drop in social alienation. Volunteers in a similar program, Young Volunteers in ACTION, asked its participants to assess their own self-esteem. Numbers went from a wide range at the beginning to averaging around 4.3 on a 1 to 5 scale, 5 being high self-esteem (Moore and Allen, 1996).

The Teen Outreach Program also showed an increase in personal responsibility in its participants. Compared to a control group, participants in the program had a 5% lower failure rate, 8% lower rate of suspension, 50% lower dropout rate and a 33% lower teen pregnancy rate. This evidence of an increase in scholastic and social ability as well as an increase in overall welfare among volunteers is directly applicable to the Conversation Hub. Both the Conversation Hub and the Teen Outreach Program take in people with troubled or vulnerable backgrounds and aim to turn them from help receivers into help givers (Moore and Allen, 1996). However, our personal research hopes to look more extensively into how a similar volunteer program may affect adults as opposed to troubled teens.

Skills and Relationships

Another outreach program, Building Community Through Inclusive Volunteering (BCTIV), a two year initiative to integrate disabled adults and non-disabled adults in a volunteer program focused on environmental improvement. The volunteers worked as a team to help maintain the “Trail of Peace” at the World Peace Museum in North Carolina. Both the disabled and non-disabled participants benefited from the program. Disabled volunteers showed increased sense of purpose, positive emotional and behavioral changes and increased interpersonal skills. Both disabled and non-disabled volunteers learned useful skills. Disabled volunteers learned how to use tools such as shovels, post-hole diggers, hedge clippers, saws, drills and hammers. Non-disabled volunteers learned problem solving skills and adaptability. Many volunteers were

uncomfortable working with the disabled at the beginning of the program however by the end found the experience rewarding and worthwhile. One of the overall conclusions of the program was that “being part of the community meant contributing to the community, not only through employment, but also through volunteering” (Miller, 2002, p. 248)

In a similar outreach program, college undergraduates majoring in education or psychology entered a volunteer program to work with children with behavioral issues from a local primary school. Over the length of the program the development of the relationships between the undergraduates and the children were shown to have changed the outlooks of both parties involved. The children, evaluated by the teachers before, and psychologists afterwards, were shown to have increased social functionality, general happiness, warmth in conversations and interactions, etc. The undergraduates, who responded to an opinionated survey at the start and conclusion of the program, showed a lessened, though still positive, opinion of elementary schools as a whole, while increasing their opinion on the benefits of working with children with behavioral issues (Cowen, Zax, and Laird, 1966).

This particular experiment on the effects of a volunteering program shows effects on both the volunteers and on the subjects. This relates to the desired outcomes and goals of the Conversation Hub. The experiences the volunteers have during the program are intended to positively influence their wellbeing and to increase their professional work experience. Our research will deal with both aspects, the vulnerable subjects of the program and the volunteers themselves, with the difference here being that they are one and the same.

Social Sustainability

Defining Social Sustainability

Sustainability describes a society where people are able to satisfy their basic needs without depleting resources that will be necessary to support future development (ecomii, 2012). It is currently divided into three subsections: economic, environmental, and social. Economic sustainability concerns using resources efficiently and responsibly to benefit the future of society as a whole (Tatum, 2012). Environmental sustainability is similar, but it focuses on the consumption of renewable and non-renewable resources and the long-term environmental effects (Goodland, 1995). Social sustainability is a relatively new term; therefore a concrete definition

has yet to be determined. Social sustainability highlights the intricate issues of “health, interaction and adaptability” (Hermansen & Seppala, 2009, p. 2). As said by Emma Partridge of the University of Technology in Sydney, “The only consensus on sustainability appears to be that there is no shared understanding” (Partridge, 2005, p. 2).

The increasing interest in social sustainability has prompted organizations to launch projects aimed at increasing the social sustainability of society. The HMP at LTM is an example of this as it is hoping to increase the social sustainability its volunteers. This increased interest has begun an initiative to develop a universal understanding of social sustainability. Recently, several individuals are contributing to this understanding. According to Hermansen and Seppala (2009),

Social sustainability encompasses access to basic needs such as housing and sufficient income, and makes use of both individual resources, as in education, self-development, values, leadership, as well as community capacity, such as relationships, networks, and norms that assist in collective action to both improve and maintain sustainable development (p. 2).

Social sustainability is a complex concept that is difficult to define, so it is often divided into the following four dimensions: inclusion, equity, security, and flexibility. Inclusion encompasses the sense of belonging to and having the chance to interact with one’s community, a community that accepts and encourages diversity. Equity includes an individual’s ability to have access to adequate resources and possibilities for personal growth and interaction. Security is the financial means and stability necessary to promote “safe, healthy and supportive environments” for the community and the individuals within it (Hermansen & Seppala, 2009, p. 2). Flexibility is the ability to accept and adjust to change while learning from personal experiences and the experiences of others (Hermansen & Seppala, 2009).

Measuring Social Sustainability

The expanding interest in social sustainability has created an increased desire to measure an individual’s social sustainability. Currently the most popular method to measure it is Sustainability Tracking, Assessment and Rating System (STARS). STARS asks individuals to rate themselves on different aspects of social sustainability on numbered scales. All of the scales

are combined to create a visual representation of an individual's current progress toward social sustainability. STARS is used by businesses, universities, government organizations, and nonprofit organizations such as charities (Hermansen & Seppala, 2009). St. Mungo's currently uses a system similar to STARS, the Outcomes Star, to track the progress of its clients. Once an individual's social sustainability reaches a high enough level, that individual is usually prepared to live semi-independently or totally independently of St. Mungo's (Peter, 2012).

The Outcomes Star, trademarked by Triangle Consulting, is similarly used by dozens of organizations to evaluate the wellbeing of the clients in their programs. These evaluations are done on topics ranging from the general happiness for different age groups to individual progress made in recovery programs. St. Mungo's uses the Outcomes Star as a method for the worker and client to evaluate the client's progress during their time in St. Mungo's programs. Though there is no "systematic approach to the analysis and use of data" collected over the client's time with St. Mungo's, it does provide an illustration for both the worker and client to reflect upon (St. Mungo's).

The Outcomes Star identifies several areas of the client's personal life in which they need to reach or maintain a stable level in order to be fully independent of St. Mungo's. These areas include "motivation and taking responsibility, self-care and living skills, managing money and personal administration, social networks and relationships, drug and alcohol misuse, physical health, emotional and mental health, meaningful use of time, managing tenancy and accommodation, and offending" (Triangle Consulting, 2009). The program is designed to monitor a client's journey from 'stuck' to 'self-reliant' in a way that reveals any weaknesses in St. Mungo's methods. The program is also designed to help the individual so that any issues can be resolved and the client can get the best help available. These key factors help the workers to identify the client's greatest areas of need so that they can adjust the program accordingly (St. Mungo's; Triangle Consulting, 2009).

Wellbeing

Volunteer programs often positively affect the wellbeing of those who participate. Wellbeing is a complex societal concern however it can be defined concisely as the feeling that one's life is fulfilling, meaningful and worthwhile (Thompson and Aked 2011). Qualities such as

self-esteem, self-confidence, and feelings of self-worth often correlate with an individual's wellbeing. The subjective nature of wellbeing makes it difficult to measure. As a result, the most effective way to measure wellbeing has yet to be determined

Defining Wellbeing

Internationally there is an increasing interest in developing methods to measure wellbeing. As a result, several initiatives have been taken globally to promote subjective wellbeing, such as the UK's programs In Touch and the Happy Museum Project. The Manchester Museum and Imperial War Museum North were of the first museums in the UK to launch a program attempting to increase the subjective wellbeing of the surrounding community, focusing specifically on individuals in difficult situations. The program was extremely successful as participants of In Touch reported increased self-esteem, self-confidence, and subjective wellbeing (Morris Hargreaves McIntyre, 2011). Currently the Happy Museum Project and six UK museums, including LTM, have launched programs similar to In Touch with the goal of increasing the subjective wellbeing of the surrounding community.

Data collected from subjective wellbeing research and programs such as In Touch and the Happy Museum Project is used to promote subjective wellbeing. In several nations it is also used to monitor national progress, influence policy design, and evaluate the effectiveness of recently implemented policies. Many nations, including the UK, have launched programs focused on collecting national wellbeing data. The Office of National Statistics (ONS) in the UK is currently attempting to create new ways to measure aspects of wellbeing that are relevant to government policy. Wellbeing is usually determined by measuring subjective wellbeing, which is defined as people's self-reported happiness. Methods that measure subjective wellbeing tend to focus specifically on how people think and feel. According to Lucy Tinkler and Stephen Hicks and the Office for National Statistics there are several ways to measure wellbeing such as life satisfaction, health statistics, employment status, education level, income distribution, life expectancy and crime figures (Tinkler and Hicks, 2011; Office for National Statistics, 2011).

The Office for National Statistics in the UK highlighted the importance of wellbeing to its citizens in a 2011 news release. Residents of the UK argued that health, family, friends, and job satisfaction are the most important factors in determining wellbeing (Office for National Statistics, 2011). The UK has taken several initiatives to determine effective ways to increase

wellbeing. More recently, they have been focusing on the most important aspects of life that influence wellbeing. In November 2010 David Cameron, the UK's prime minister, stated the importance of national wellbeing and committed to "take practical steps to make sure government is properly focused on quality of life as well as economic growth" (Tinkler and Hicks, 2011, p.13). As a result, the government launched the 2010 national debate "What Matters to You." This allowed 34,000 UK citizens to vote on the factors that significantly influence wellbeing. According to the debate, UK citizens are most concerned with close relationships with family and friends, financial security, preserving the environment, and education. They were also concerned that the UK determines national wellbeing in a fair manner (Office for National Statistics, 2011).

It is important to take cultural influence into account when measuring wellbeing. Christopher (1999) illustrated that the definition of wellbeing varies across cultures as wellbeing strongly correlates with cultural values. Collectivist nations have different values than individualist nations and therefore subjective wellbeing in different nations cannot be predicted using the same factors. Diener and Diener (1995) and Oishi et al. (1999) demonstrated that self-esteem and freedom are important indicators of wellbeing in individualist nations but do not necessarily correlate with wellbeing in collectivist nations. In addition, they found that wealth tended to influence wellbeing more significantly in poorer nations. Poor nations value wealth more than richer nations, as national poverty can prevent individuals from satisfying their basic human needs such as food, water, and shelter. In poorer nations a larger emphasis is placed on financial status, and the negative effects on wellbeing often result from feelings of inadequacy when poor individuals comparing themselves to richer individuals. In summary, the cultural values of the nation should be taken into account when evaluating national wellbeing (Ryan and Deci, 2001).

Surprisingly, there is no correlation between age and subjective wellbeing. Carstensen (1998) and Mroczek and Kolarz (1998) showed that subjective wellbeing does not decrease with age. Ryff further explained their findings, highlighting that individual perceptions of wellbeing vary with age (Ryan and Deci, 2001; Ryff and Singer 2008). Regardless of age, important factors determining wellbeing included relationships with friends and family and meaningful life experiences. Several factors did vary with age: "...younger adults focused more on self-

knowledge, competence, and self-acceptance, and older adults focused more on positive coping with change” (Ryan and Deci, 2001, p.158). Carstensen acknowledged that personal relationships influence wellbeing at all ages but also said, “Younger adults are more interested in novelty, knowledge, and experience expansion, and older adults are more interested in depth and poignancy” (Ryan and Deci, 2001, p.158).

Measuring Wellbeing

Subjective wellbeing is often measured using objective indicators, as research has shown that objective measurement accurately predicts subjective wellbeing. There are two ways to objectively measure subjective wellbeing: objective lists and preference satisfaction accounts. Objective lists focus on the satisfaction of basic human needs while preference satisfaction accounts focus on satisfying an individual’s personal preferences. Research has shown that once basic human needs are met, wellbeing is increased. For example, national wellbeing is affected by GDP because increase in income gives individuals the financial means to have more than the bare necessities (Tinkler and Hicks, 2011). Although objective measurement is a good predictor of subjective wellbeing, it does not take human perception into account. Many people argue that human perception is essential to measuring an individual’s wellbeing, such as The New Economic Foundation (NEF) which states, “The best way to measure whether someone feels happy or satisfied is to ask them” (Tinkler and Hicks, 2011, p.4).

Currently there are three approaches to measuring subjective wellbeing: evaluative, experience, and eudemonic. The evaluative approach is the most widely used in national and international surveys. It focuses on “appraisal and cognitive reflection of life” (Tinkler and Hicks, 2011, p.4). One of the most common forms of this approach is the Cantril ladder, in which an individual ranks their life on a scale from 0 to 10. The experience approach focuses on assessing emotion, specifically on frequency, intensity, and effect. The Dry Reconstruction Method (DRM) and the Experience Sampling Method (ESM) are the two most common forms of the experience evaluation approach. The eudemonic approach attempts to measure factors that are not considered in the other two approaches, such as “autonomy, control, competence, engagement, personal relationships, a sense of meaning, purpose and achievement” (Tinkler and Hicks, 2011, p.5). The eudemonic approach focuses on “optimal individual functioning”, defining wellbeing as the extent to which an individual is fully functioning (Ryan and Deci, 2001

p.141). The eudemonic perspective does not believe that subjective happiness is linked to wellbeing. Waterman (1993), Ryff (1998), Singer (2000), and Ryan and Deci (2000) all argue that self-realization is central to defining wellbeing and an individual's wellbeing is associated with "living in accordance with their daimon or true self" (Ryan and Deci, 2001 p.146). In defining wellbeing, Ryff and Singer emphasize psychological wellbeing (PWB) which encompasses 6 aspects of human actualization: "autonomy, personal growth, self-acceptance, life purposes, mastery and positive relatedness" (Ryan and Deci, 2001, p.146). Each of the six aspects promotes wellbeing as it affects physical and emotional health (Ryan and Deci, 2001). Waterman argues that wellbeing is achieved when an individual is profoundly invested in their daily activities and these activities are consistent with the individual's morals and values. Waterman uses a state labeled personal expressiveness (PE) to describe wellbeing. PE is related to activities that are challenging and cause personal growth or development (Ryan and Deci, 2001). In addition, PE is related to drive fulfillments. Ryan and Deci propose the self-determination theory (SDT) to define wellbeing by implementing the concepts of eudemonia. The SDT centers on basic psychological needs and states that unless these needs are met, psychological growth cannot occur. It argues that the purpose of life is to satisfy three needs: "autonomy, competence and relatedness", and that most individuals' actions can be explained by the desire to fulfill these needs (Ryan and Deci, 2001 p.146).

Other researchers divide measuring subjective wellbeing into two approaches, the hedonic and the eudemonic. Recently, debate about which approach measures wellbeing more accurately has arisen. Although strong arguments have been made for each approach, it is generally accepted that happiness is based on a combination of eudaimonia and hedonia (Tomer, 2011; Ryan and Deci, 2001).

The hedonic approach evaluates happiness by focusing on individual experience. It defines wellbeing in terms of positive versus negative experiences. Hedonic psychologists believe that understanding subjective happiness is fundamental to defining wellbeing (Tomer, 2011). Most research using the hedonic approach assesses happiness by measuring subjective wellbeing (SWB). According to Richard Ryan and Edward Deci, subjective wellbeing is divided into three components: "life satisfaction, the presence of a positive mood and the absence of a negative mood" (Ryan and Deci, 2001, p. 144). Psychologists and researchers who use the

hedonic approach typically focus on individual preferences, as they create pleasure and increase emotional and physical wellbeing. Diener et al. argues that happiness is the frequency of positive experiences which promote positive emotional states (Ryan and Deci, 2001).

When using any of these four approaches, it is important to take the interview method into account. Research has shown that anonymous self-completed assessments of happiness tend to score lower than assessments carried out by an interviewer. The order of the questions, the context effects, and the question wording should also be taken into account. In addition, the scale that is used should be chosen carefully as the wide variety of scales makes results from different tests difficult to compare (Tinkler and Hicks, 2011).

Conducting an Evaluation

There are two major types of evaluations that can be conducted on a program such as the Conversation Hub. Long et al. defines these two kinds of evaluation as internal and external. Internal evaluation is the monitoring of projects by the actual organization sponsoring the project. This includes things such as monitoring who can make decisions among project participants and if project participants need to meet any sort of pre-set criteria. External evaluation is done by funding or accrediting groups from outside the sponsor (Long et al., 2001). At LTM, we were external evaluators since we were not employed by the Conversation Hub and were not designing the Hub itself. We were only responsible for viewing it from the outside, testing its effectiveness, and evaluating its preliminary outcomes.

The authors Long et al. developed a set of questions that hoped to show what potential volunteer activities may be most beneficial to the volunteer. Long et al. has worked at many different service-learning sites and found some of the following questions very valuable. The following ideas were important in evaluating the Conversation Hub to see if it met current standards: Will the project offer potential learning experiences? Are staff members of the project good role models? Are the staff members excited to have new people involved with their activities? Does sufficient space exist for project participants? Is the project advisor available and able to provide support? (Long et al., 2001).

Museums are becoming more involved in outreach and educational programs in order to increase the wellbeing of the surrounding community. Several programs have attempted to

measure an individual's wellbeing, but the most effective methods have not yet been determined. Our team aimed to fill this research gap by evaluating the benefits of volunteering at LTM and how volunteering affects the wellbeing and social sustainability of the volunteers.

Methodology

Introduction

The overarching goal of this project was to identify the benefits of volunteering at LTM, evaluate how volunteering affects the wellbeing and social sustainability of the volunteers, and determine LTM staff perceptions of volunteers at the museum. Additionally, the project team determined how successful the Happy Museum Project (HMP) was in integrating vulnerable adults into the museum as volunteers and recommended how future stages of the HMP could better achieve this goal. The objectives of this project were to:

1. Determine the benefits of volunteering and its effect on wellbeing and social sustainability. Research the increasing role museums play in sponsoring outreach programs.
2. Develop an understanding of volunteering at LTM to use as a baseline for comparison with HMP volunteers, focusing on the specific benefits of volunteering at LTM, the volunteers' motivations for choosing LTM, and the level of staff interaction with current volunteers.
3. Identify the goals of LTM and the HMP volunteers and assess if the program is meeting their goals and expectations, and recommend how the program could change to better meet these goals and expectations. Determine staff perception of the HMP.
4. Clearly articulate the benefits of volunteering at LTM, focusing on the Happy Museum Project.

To accomplish the project goal and objectives, the team used a variety of methods to collect data including observations, surveys, and interviews throughout the seven week project period. Prior to arriving in London, the team developed preliminary interview and survey questions for the HMP volunteers and LTM staff, respectively.

After arriving in London, the team worked closely with Ms. Hannah Guthrie, the Community Learning Projects Officer at LTM, and the project advisors to further develop questions for the volunteers and staff.

The team took the sensitive background of some of the HMP volunteers into consideration during interactions with the volunteers. The team also considered these backgrounds while creating the interview questions.

Objective 1: Determine the benefits of volunteering and its effect on wellbeing and social sustainability

Through archival research, the team created working definitions of wellbeing and social sustainability in order to establish the solid foundation necessary to develop a more complete understanding of the scope of our project.

After arriving in London, we determined which Happy Museum Project locations had programs most relevant to the HMP at LTM through research and discussions with our sponsor. We contacted three out of the five other Happy Museum Project locations: the Manchester Museum, the Cinema Museum, and the Lightbox Gallery and Museum. We also contacted the Imperial War Museum North, which conducted the In Touch program mentioned in the literature review. This program's goal was similar to that of the HMP at LTM, as it aimed to increase and measure the subjective wellbeing of vulnerable adults in the surrounding community. Through emails and follow-up phone calls we discovered that visiting the museums would not be feasible due to the full schedules of the museum project directors. However, two of the four museum project directors we contacted were willing to assist us via email. We were particularly interested in learning what methods were most successful in answering each of their research questions. We emailed each museum project director a questionnaire which they could fill out on their own time. For the full questionnaire, see Appendix K. To see our reasoning behind each question, see Appendix L. This questionnaire asked what their project was, how social sustainability related to their project, and details on how they evaluated their program. The team had planned on analyzing the answers to these questionnaires to determine if these evaluation methods were applicable to our project. Since most of the Happy Museum Projects were in preliminary stages and evaluation had not yet begun the questionnaires were not helpful in identifying potential evaluation methods.

Objective 2: Develop a general understanding of volunteering at LTM

In order to develop a baseline of comparison for the HMP volunteers, the team decided that it would be beneficial to survey the current pool of non-HMP volunteers at LTM. This survey can be found in Appendix D. To see our reasoning behind each question, see Appendix E. There are currently around 120 non-HMP volunteers at the museum, so the team determined that it would be most practical to survey these volunteers electronically using SurveyMonkey. Additional benefits of an electronic survey included increased anonymity, faster survey distribution, and built-in analysis tools.

The survey asked the non-HMP volunteers questions about their experiences at LTM. From these volunteers the team wanted to learn the benefits of volunteering in a museum setting, why they chose to volunteer at LTM in particular, and what an individual can gain from volunteering at LTM. It was important for us to determine the benefits of volunteering at LTM so we could determine if these benefits were consistent with what HMP volunteers expected to gain from participating in the project. Also, these benefits were used to create a document, included in Appendix P, detailing the advantages of volunteering at LTM to attract future volunteers.

We also wanted to learn about the tasks that volunteers typically complete at LTM and which ones are most likely to impart work skills. These volunteer positions are particularly important because these types of volunteering positions would likely be more appealing to adults in vulnerable situations. In addition, we asked the current pool of volunteers if they would be interested in helping LTM integrate vulnerable adults into the museum as new volunteers. This is of particular interest to future stages of the HMP, because if the current volunteers are not interested in helping vulnerable adults become more involved in the museum it could hinder future program progress. As previously stated, the data collected from this survey was used as a baseline of comparison for the data collected from the HMP volunteer interviews.

In order to gain a better understanding of volunteering at LTM and increase the clarity and effectiveness of our survey questions we interviewed Mr. Sam Clift, the volunteer coordinator at LTM. The full list of interview questions for Mr. Clift can be found in Appendix I, and reasoning for each question can be found in Appendix J. It was necessary to speak with Mr. Clift to get information about LTM's volunteering program before finalizing and distributing the

surveys for the non-HMP volunteers. LTM's volunteering program is very extensive and we used data collected from these volunteers as a baseline for comparison with the responses from the HMP volunteers.

The survey given to the non-HMP volunteers was distributed electronically using SurveyMonkey, which has many built-in data analysis tools that made compilation and presentation of the data less time consuming. Because there are currently around 120 non-HMP volunteers at the museum, the team aimed for a 35% return rate so conclusions could be drawn about volunteering at LTM based on the general consensus of non-HMP volunteers.

Objective 3: Develop an understanding of volunteering at LTM by vulnerable adults

To determine if the first stage of the HMP was effective in meeting the expectations of LTM and the volunteers, the team first needed to identify the goals and expectations of these stakeholders. Through discussions with Ms. Guthrie and Mr. Stephen Gardam, the program manager of the learning department at LTM, the team found that LTM had several goals for the HMP. One was to increase the wellbeing and social sustainability of the volunteers through their participation in the HMP. Another goal was to sustain LTM's involvement in the local community despite changing resources and to have extensive LTM staff involvement in the program. LTM also aimed to successfully integrate vulnerable adults into the museum as new volunteers. Through Ms. Guthrie's preliminary discussions with the volunteers, the volunteers' goals appeared to be to gain work experience, meet new people, have fun, become independent of St. Mungo's, and separate themselves from the homeless community. These goals were confirmed and expanded through the team's personal interviews with each of the volunteers, and the team discovered why these goals were important to each volunteer.

After determining the goals of the volunteers, the team needed to determine whether or not the HMP met those goals and expectations. The team accomplished this through personal interviews, observations of project days, and informal discussions with the volunteers.

During HMP meeting days, team members attended the group meetings at the start and end of the day. Throughout these days and other days where the HMP volunteers were at the museum, the team had multiple informal interactions with the volunteers. These interactions

helped the team and the volunteers to become more familiar with each other and made the interviews much more comfortable for both parties. Through these casual meetings, the team was also able to make observations about the volunteers' behavior while working in the HMP and about their reaction to the program as a whole.

The HMP interview questions were designed to gather information about the HMP volunteers' goals and expectations. For a full list of these interview questions and our reasoning behind each question, see Appendix G and Appendix H, respectively. The team also asked the volunteers what they had enjoyed about volunteering and about any frustrations they had with the program. The survey responses from the non-HMP volunteers served as a baseline for comparison with the information gathered from the HMP volunteers. We compared the expectations of the HMP and non-HMP volunteers to determine how much they overlapped.

Additionally, the team designed questions to gather information about what the HMP volunteers gained from participating in the first stage of the project. Their responses were compared to the results of the non-HMP volunteer survey. This comparison helped the team explore how individuals from different backgrounds benefit differently from volunteering at LTM. The results of the HMP interviews also helped us to determine the extent of the HMP's success in integrating vulnerable adults into the museum as volunteers and whether or not the goals and expectations of the HMP volunteers were met.

The information collected from all volunteer surveys, interviews, observations, and informal discussions helped us identify the similarities and differences in what volunteers from different backgrounds gained through volunteering at LTM. Knowing this information will be useful to LTM when designing future stages of the HMP.

After informal discussions with Katherine Peter, a representative of St. Mungo's, we discovered that the main priority of St. Mungo's clients in general is to re-enter the work force. Volunteer work isn't normally appealing to their clients because it is unpaid, but it can provide useful work skills which can help make an individual work ready. "Work ready" is a term used by St. Mungo's to identify if an individual is prepared to re-enter the work force. Through further contact via email and telephone with representatives from St. Mungo's, Sarah-Jane Cox, Andy Williams, Stephen Binns, and Graham Burton we hoped to determine St. Mungo's criteria for an

individual to be considered work ready. A full list of our questions for the St. Mungo's representatives and our reasoning behind each question can be found in Appendix M and Appendix N, respectively. We also wanted to find out what St. Mungo's does to make their clients work ready. We planned to use this information to help create a document outlining the benefits of volunteering to make volunteering more appealing to vulnerable adults.

This is the first time that LTM has launched a volunteer program with the expectation that more than just a limited project team will be involved. It was important to determine staff opinion because if the museum at large supports a program, it will likely be more successful. There are around 100 staff members employed by LTM. We asked LTM staff about their opinion of the HMP through an anonymous survey distributed electronically through SurveyMonkey. We also distributed paper copies of the survey at a Friday morning staff meeting and manually entered the collected data into SurveyMonkey. A few days after the Friday morning meeting, the team sent out a reminder email about the survey that contained the link to the survey. After the reminder emails were sent out, team members went around to LTM's offices and asked the staff to fill out the survey. This was done again the business day before the survey closed. We aimed to achieve a 35% return rate with our anonymous staff survey to determine an overall consensus of staff opinion. The complete staff survey can be found in Appendix A, and our reasoning behind each question can be found in Appendix B.

The survey asked questions about the staff's level of involvement with and knowledge of the HMP. We also asked about their perceptions of the program goals, their opinions on the HMP's operation at LTM, and whether or not they believe that programs of this nature are worth the necessary investment of time and resources.

To determine if the HMP was meeting LTM's expectation of involvement from a majority of LTM staff, we thoroughly analyzed all of the survey responses from LTM staff. Information from this analysis was of special interest to our sponsor because staff feedback on this stage of the HMP could help identify areas of weakness in this program which could be strengthened in time for later phases of the project.

Objective 4: Clearly articulate the benefits of volunteering at LTM

After completion of our data analysis we produced one deliverable for use by LTM. This document detailed what volunteers can gain by volunteering at LTM. The information included in this document was a combination of responses received from HMP and non-HMP volunteers. This document was designed to be used by LTM to attract future volunteers, and can be found in Appendix P.

Data and Analysis

Background

Operation of the HMP

LTM is developing the HMP in an attempt to integrate vulnerable adults into the museum as volunteers, increase the wellbeing and social sustainability of participating volunteers, and sustain LTM's involvement in the community despite changing resources. The team worked closely with the project manager for the HMP, Ms. Hannah Guthrie, throughout our research. Ms. Guthrie hopes to make the HMP a self-sustaining program by encouraging extensive involvement from LTM's staff and volunteers. This is the first time that LTM has encouraged such a high level of staff involvement in the execution of a volunteer program.

The HMP is made up of three stages, each with a distinct purpose. Currently, the HMP is in its first stage. During this stage, volunteers meet once a week from 10:00 AM to 4:00 PM to work on creating a new theme for the handling trolley exhibit at LTM. After the exhibit is completed, the trolley will be exhibited on the museum floor and staffed by current and HMP volunteers. The project the HMP volunteers will be working on during the second stage has not yet been determined. The second stage of the project aims to improve upon the first stage and become more self-sustainable. This will be accomplished by seeking out new investors to help fund future stages and restructuring the way the program currently operates based on the first trial run of the project. In the final stage, known as the Conversation Hub, the project will be used as a tool to keep, develop, and use LTM's network of community partners. LTM hopes that through the Conversation Hub, they will be able to develop partnership projects between the Museum and local community groups rather than develop these projects completely within LTM.

For the first stage of the HMP, seven volunteers were recruited. Three volunteers were recruited through LTM's existing volunteer pool (previous volunteers) and four volunteers were recruited through St. Mungo's (new volunteers). However, one of the new volunteers has not been heavily involved with the HMP so for the purpose of our evaluation, we treated the program as if it only had six volunteers. No demographic data, such as age, gender, and nationality, was collected from the HMP volunteers. This data was not collected because it was not deemed important by Ms. Guthrie for our evaluation.

During the first stage of the program, Ms. Guthrie presided over group meetings at the start and end each HMP operation day. These meetings were very important during the first stage and hence were one focus of our analysis. At the start of each meeting, Ms. Guthrie asked the volunteers to rate their happiness to help her determine overall trends in wellbeing. Happiness was rated on a 1 to 10 scale, 1 being very unhappy and 10 being very happy. After these forms were filled out, Ms. Guthrie and the volunteers reviewed what had been accomplished the previous week and discussed plans for that day's activities. Throughout the day, the volunteers worked either individually or in small groups on various activities and tasks associated with completing the handling trolley, such as planning the day's tasks, brainstorming ideas, updating the HMP Flickr page, selecting artifacts for the trolley, and researching existing handling exhibits at other museums.

At the end of each day, the volunteers met again to discuss what was accomplished during the day and what work skills were developed, as well as plan for the next week's meeting. Ms. Guthrie encouraged the volunteers to talk broadly about what skills they had developed during the day. To do this, she wrote the skills the volunteers had hoped to learn on slips of paper and had the volunteers choose slips that were associated with a work skill they developed that day. Having the skills on the slips of paper made it easy to visually identify which skills were being improved upon. This information is used to help Ms. Guthrie determine how the social sustainability of the volunteers may be increasing. The volunteers would also re-rate their happiness on the same 1 to 10 scale. Ms. Guthrie used all of this information to see how the volunteers' wellbeing and social sustainability was being affected by the HMP. We have not had constant access to this data throughout our research. However, we know from discussions with Ms. Guthrie that generally, happiness is seen to increase from the beginning of the day to the end.

Ms. Guthrie asked the volunteers to record what work skills they hoped to gain through participation in the HMP at the beginning of its first stage. The volunteers' responses were recorded on a chart which identified the top skills each volunteer hoped to gain or improve. These skills included research, presentation, planning, and leadership skills. Other less frequently desired skills included teamwork, interpersonal and time management skills. Through talking with Ms. Guthrie and observing project days, we found that common tasks included

brainstorming ideas for the theme and objects, researching potential objects, noting which the museum has available and which the museum would be able to acquire, researching other museum's handling trolleys, and working with curators to execute the theme. These tasks are likely to help develop interpersonal, computer, and research skills. However, Ms. Guthrie has not conducted any analysis on the data she collected; therefore, it is difficult to determine if there is a correlation between tasks completed and skills developed. Additionally, the only guaranteed structure of the meetings is that there is a group meeting at the beginning and end of each day. Tasks completed throughout the day vary from week to week and as a team, we only observed three project days and were unable to collect significant data to determine any correlation between tasks completed and skills developed.

Importance of Volunteers to LTM

LTM's volunteers provide extended services, accomplishing a wide variety of tasks for LTM that would not be completed otherwise. The approximately 120 volunteers at LTM are essential to the museum's operations, as there are only around 110 full-time staff members. Tasks that volunteers typically complete include vehicle maintenance at the Acton Depot, guiding visitor tours, staffing the object handling trolley, updating the museum database, cataloging new items, transcribing oral history tapes, expanding the museum's online collection, researching new exhibits, updating old exhibits, and performing customer service duties. Mr. Sam Clift, the LTM volunteer coordinator, said that projects such as the object handling trolley would not exist without volunteers.

Evaluation of Volunteer Programs at Other Museums

Originally, we hoped to determine effective evaluation methods for programs such as the HMP. We asked museums hosting similar outreach projects for information about their evaluation methods so that we could determine the most applicable method for LTM. Of the four museums we contacted, the Cinema Museum and the Imperial War Museum North (IWM North) were the only two who completed our questionnaire. The Cinema Museum has not begun to evaluate their program and was not able to provide enough information for us to draw meaningful conclusions. IWM North provided us with the full documentation about their In Touch program in addition to answering some of our questions. Due to time constraints, we had to start our evaluation before receiving any information from other museums. By the time we received this information, we had already revised the objectives of our project to focus less on

evaluation methods and more on the benefits of volunteering at LTM. We used their information as a guideline for how to effectively combine data into an easily understood and compelling narrative and to strengthen the research in our Literature Review regarding the benefits of volunteering.

Definition of Work Readiness

Initially, because some of the HMP volunteers were recruited through St. Mungo's, we wanted to develop an understanding of work readiness consistent with that of St. Mungo's. Due to the busy schedule of the St. Mungo's staff we contacted, only Mr. Andy Williams, the Client Involvement Manager at St. Mungo's, was able to return an email answering some of our questions about work readiness. We augmented his general comments with specifics from the literature. Important aspects of work readiness include personal, social, health, and economic development. Skills that contribute to these aspects include computer, numeracy, literacy, communication, and interpersonal skills in addition to self-reliance and self-worth.

Results and Analysis

Reasons for Volunteering at LTM

It was important to determine the non-HMP volunteers' motivations for volunteering at LTM in order to establish a baseline of comparison for the HMP volunteers' motivations. This baseline was important because we needed to determine if current LTM volunteers and new HMP volunteers seek similar volunteer experiences and it allowed us to make more meaningful conclusions and gave our recommendations further credibility. We determined this baseline through an anonymous survey of current non-HMP volunteers. The survey can be found in Appendix D while results from this survey can be seen in Appendix F. Of the 120 current LTM volunteers, 34 completed our survey. This 28% return rate was a little lower than our target of 35%, but considering that the survey was only open for one week over a holiday weekend due to time constraints, we determined that we had sufficient data to make generalizations about the entire volunteer base. This decision was reinforced by the similar trends among the completed surveys. Additionally, almost all of the non-HMP volunteers that completed our survey have been volunteering at LTM for over a year. They are familiar with LTM operations and therefore their input was based on significant experience.

LTM is attractive to non-HMP volunteers for a variety of reasons. According to our survey, most of the current non-HMP volunteers chose to volunteer at a museum because they wanted to work in the museum environment. They also volunteered because they enjoyed working behind the scenes and working with artifacts. In addition, a small portion decided to volunteer at a museum because they enjoy working in scholarly environments. The non-HMP volunteers decided to volunteer at LTM as opposed to other museums because the vast majority of them were interested in transport history. Another large portion wanted to learn about transport history and share their preexisting knowledge of transport. Only about one-fifth of the respondents reported wanting to learn work skills as a reason for deciding to volunteer at LTM.

Primarily, the new HMP volunteers joined the HMP for professional development. Through interviews with the HMP participants, we discovered that the new volunteers hoped to gain and improve a variety of work skills, such as organizational skills, interpersonal skills, presentation skills, computer skills, literacy and numeracy, and research skills. These volunteers also hoped to increase their self-confidence. Building upon these skills, working with the public, involvement in something rewarding, and distancing themselves from the homeless community also served as motivations for these volunteers to join the HMP. See Table 1 for a complete breakdown of the evolving interests of the HMP volunteers.

Table 1: Evolving Interests of the HMP Volunteers

	Original Interests	Developed Interests
New Volunteers	<ul style="list-style-type: none"> • Work Skills <ul style="list-style-type: none"> ○ Interpersonal ○ Computer ○ Research ○ Literacy • Distance themselves from homeless community 	<ul style="list-style-type: none"> • Work on museum floor <ul style="list-style-type: none"> ○ Shows increased self-confidence • Meet new people • Transport history
Previous Volunteers	<ul style="list-style-type: none"> • Mentor new volunteers • Transport history 	<ul style="list-style-type: none"> • Share knowledge/skills with new volunteers <ul style="list-style-type: none"> ○ Shows increased team cohesion • Transport history

Although these volunteers may not have come to LTM specifically because of an interest in transport, we found that this interest has developed through participation in the HMP. This interest is consistent with both the non-HMP volunteers and the previous HMP volunteers. The previous HMP volunteers also expressed an interest in becoming more involved with LTM and in particular, wanted to provide help to the St. Mungo's volunteers. Involvement in something meaningful is a common motivation for volunteering in general, as evidenced by our archival research, responses to our non-HMP volunteer survey, and our interviews with all of the HMP volunteers.

Benefits of Volunteering at LTM

The vast majority of volunteers who responded to our non-HMP volunteer survey have reported a very positive and rewarding volunteering experience at LTM. Over half of the non-HMP volunteers said that they felt a part of the museum in a meaningful way within their first three months of volunteering at LTM. More than three-fourths of the non-HMP volunteers reported feeling this way within their first six months. This is significant because each stage of the HMP is set to operate for about three months, so the HMP volunteers are likely to feel a part of the museum in a meaningful way during the program. Only a very small portion of respondents from the non-HMP volunteer pool did not feel part of the museum in a meaningful way.

Volunteers who have been volunteering at LTM for over ten years all found their experiences at LTM to be both worthwhile and rewarding. This demographic includes about one-fifth of respondents to the non-HMP volunteer survey. The positive experiences of these long-term volunteers show that new volunteers can look forward to a fulfilling experience. According to Mr. Clift, volunteers tend to stop volunteering at LTM because specific projects end, and not because they were dissatisfied with their experience. This corresponds to the data from the volunteer survey where the majority of the respondents reported coming to LTM for one specific project. This is also very similar to the volunteers from St. Mungo's who were recruited specifically for the HMP, as they also decided to volunteer at LTM for a specific project.

Other volunteers continue to volunteer at LTM because they feel they are gaining work experience. Most of these volunteers have been at LTM between one and three years, and typically volunteer once a month or only for specific projects. Although these volunteers were

also interested in transport history, they decided to volunteer at LTM to meet new people, learn work skills, and have fun. All of these volunteers found their experience at LTM rewarding and the vast majority gained self-confidence, interpersonal skills, and organizational skills, which are all skills that the new HMP volunteers hope to develop. Some of the volunteers also gained computer and research skills.

Interest in Integrating New Volunteers into LTM

Approximately two-thirds of the current volunteers who responded to our survey are interested in helping integrate new volunteers into the museum. However, only about one-third of the responding current volunteers are interested in integrating adults from vulnerable backgrounds into the museum as volunteers.

A majority of shorter-term volunteers, those who have been volunteering between one and three years, were interested in helping to integrate vulnerable adults into the museum as volunteers. This is promising for future stages of the HMP when the program will need to be self-sustaining, because these non-HMP volunteers would be able to work with future HMP volunteers, as they are both interested in gaining work experience.

About half of the long-term non-HMP volunteers, those who have been volunteering over ten years, did not show an interest in helping to integrate vulnerable adults into the museum as volunteers. One of these volunteers stated “I don’t feel that they would share my motivation or interest in the Museum’s artifacts.” Another one of these volunteers said that he was not interested in getting “involved with social engineering projects.” The long-term volunteers tended to be more interested in the academic aspects of volunteering at LTM, as they were more interested in transport history and working with artifacts than gaining work experience.

Staff and Volunteer Interaction

LTM supports staff and volunteer interaction because volunteers are essential to museum operations. According to Mr. Clift, volunteers must be supervised by a staff member while working at the museum. Supporting this statement, the vast majority of non-HMP volunteers surveyed have had some involvement with LTM staff. Ms. Guthrie acts as the main point of contact at LTM for all of the HMP volunteers and hopes that there will be the same level of interaction between LTM staff and the HMP volunteers as there is between LTM staff and non-HMP volunteers.

To promote integration of the program into the museum at large, Ms. Guthrie is encouraging staff and HMP volunteer interaction. In support of this effort, Ms. Guthrie and other members of LTM staff gave the volunteers a tour of the library which helped introduce the volunteers to people who would be able to help them with their research and to the museum's resources that were open to them. Ms. Guthrie is also encouraging volunteers to come to staff project progress meetings so that the volunteers become more familiar with how business is conducted in a museum environment. HMP volunteers have been attending these staff meetings on a rotating basis which has allowed them to meet more staff members. Bringing the volunteers into the museum also shows the volunteers value and respect in that they are being exposed to the full extent of museum operations, as stated by Mr. Stephen Gardam.

LTM Staff and the HMP

Determining staff opinion and knowledge of the HMP was important because a program's success depends heavily on support from the organization that is delivering it. The large number of responses to our staff survey, as well as the large number of helpful comments, shows that the staff is interested in the HMP and is willing to provide feedback to help us in our evaluation to improve future stages of the HMP. Out of the 110 staff members at LTM, 59 completed our survey, which can be seen in Appendix A. Compiled responses to this survey can be seen in Appendix C. This 53.6% return rate was much higher than our goal of 35%. The largest portions of the staff who responded to the survey were associated with the Learning Department and/or Visitor Services. The HMP is associated with the Learning Department, and Visitor Services is a large department at LTM, so it is not surprising that a large percentage of the responses came from these departments. The Business and Performance Department had the smallest return rate for our survey. Because this department does a lot of work behind the scenes, it is unlikely that they will ever have a significant amount of involvement with the HMP. The division of survey responses can be seen in Figure 1. Note that some staff members were associated with more than one department.

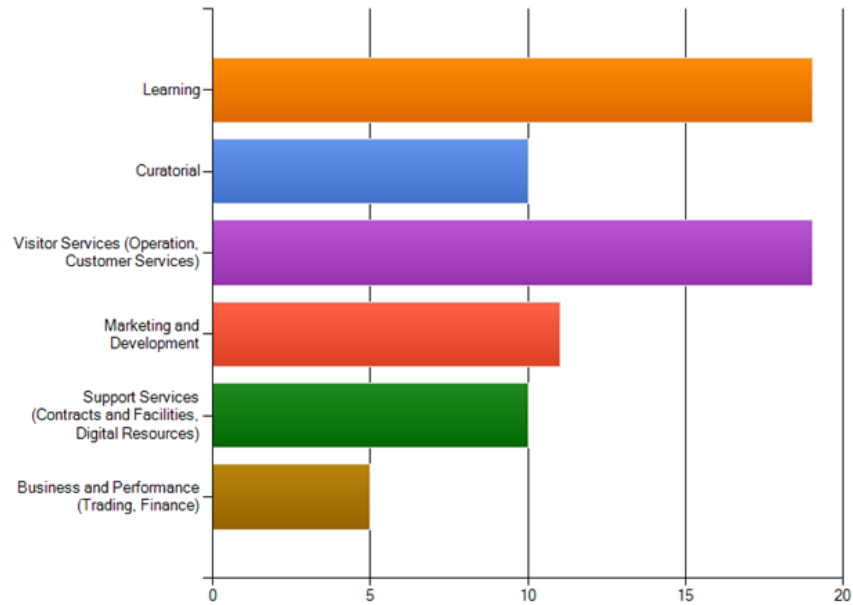


Figure 1: Division of respondents based on department.

Knowledge

In response to some of the survey questions, the staff felt uninformed about the HMP and felt that they did not have sufficient information to answer those questions properly. One of the questions that made several staff members feel uninformed asked the staff to rank the goals of the HMP. Another difficult question asked the staff to rank the ways in which the HMP has improved or will improve LTM. It is not surprising that these two questions were more difficult to answer since they required a more in-depth knowledge of the HMP to answer properly. One member of the staff from the Curatorial Department stated “I [don’t] know much about the project I think it needs to be promoted more.” A member of the Visitor Services Department said “I don’t know what HMP is to be honest.” This reflects that although some of the staff is uninformed, they want to know more about the program.

Even without extensive knowledge or involvement, the majority of staff still noticed HMP operation and believes that the most significant benefits that the HMP will have for LTM are not necessarily the most important goals of the project. Most staff ranked the goals from most important to least important as:

1. Increase HMP volunteer quality of life
2. Increase LTM local community involvement

3. Train future volunteers for LTM
4. Update objects on the handling trolley.

The staff rankings were in line with Ms. Guthrie's ranking. Staff members also suggested additional goals for the program. One staff member who reported having no involvement with the program but has had some interaction with the HMP volunteers stated: "1. Opportunity for participants to enhance a range of transferable skills 2. Specifically – upgrading of information skills. 3. More awareness of the opportunities, benefits and all-round enjoyment offered by self-guided lifelong learning." Even though this staff member wasn't directly involved with the program, they had an accurate understanding of the program's desired impact on the volunteers. Another staff member, who reported weekly involvement, also articulated some of the desired impacts of the program, stating: "To further embed and extend the ways in which LTM works WITH people, not AT people.... and how individual benefit can be made to match and support wider public and wider museum benefit."

LTM staff members who had no involvement with the HMP and had no interaction with the HMP volunteers had a slightly skewed perception of the goals for the HMP. For this group of staff, the most important goal was reported to be "Increase LTM local community involvement", which is an important goal but not considered the most important. The goal "Increase HMP volunteer quality of life" had an equal number of people thinking that it was the most and least important goal.

Involvement

Of the staff members who completed the survey, over half reported having no involvement with the HMP. See Figure 2 for a complete breakdown of the level of staff involvement. About half of the respondents from the Curatorial Department and about one third of the Learning, Visitor Services, and Support Services Departments had involvement with the HMP.

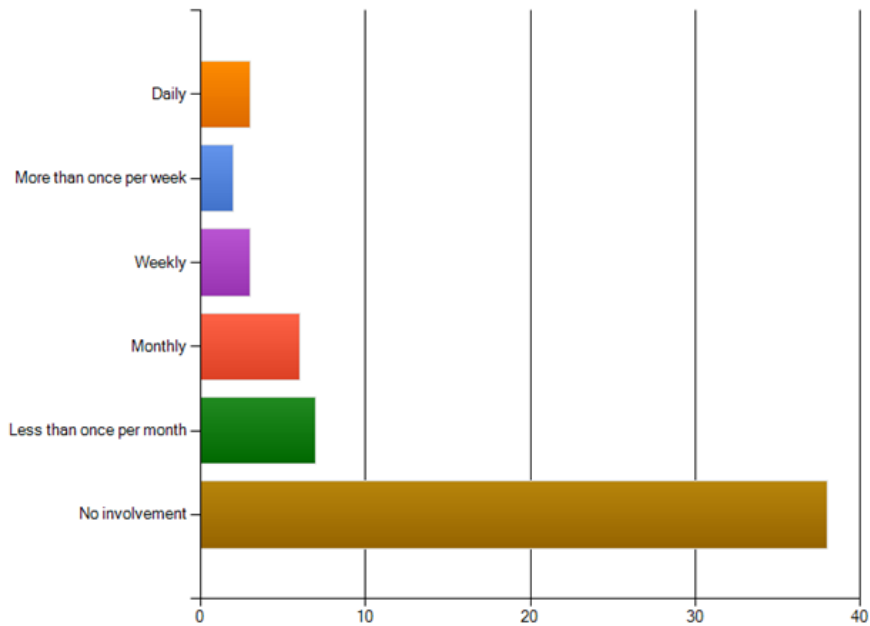


Figure 2: Number of staff respondents and their level of involvement with the HMP.

Although most of the staff is not directly involved with the HMP, a little less than half of the staff has had some level of interaction with the HMP volunteers. Most of the interaction with the volunteers has come from staff in the Learning and Visitor Services Departments. This shows that even though the Curatorial Department has the largest percentage of staff involvement by department, the Learning and Visitor Services Departments have had the most interaction with the HMP volunteers themselves. Considering that the program is still in its early stages, this level of staff interaction this early on shows promise for the project's sustainability in the future. We also found that of the staff members who were not involved with the HMP, more than half were aware of the HMP's operation. Ms. Guthrie expects staff involvement to increase as the HMP progresses, as do LTM staff members. One staff member stated in the survey: "I do expect to have more interaction as we go along though."

Opinion of the HMP

Overall, the staff feels that projects like the HMP are beneficial to the museums that host them and to the volunteers that participate in the program. Of the staff that had interactions with the volunteers, a slightly higher percentage of staff respondents found the HMP to be beneficial to LTM and to the volunteers. This data shows that staff members who have met the volunteers are recognizing the benefits of the project more so than those who have not actually interacted

with the volunteers. One staff member highlighted the benefits of programs like the HMP to volunteers, stating:

I think they have the potential to be [beneficial], if they are run well. This is because museums at their best are social spaces for [personal] development and learning, and humans are basically social – and curious – animals. Museums provide a significant service (in terms of both scale and purpose) to the public, and enabling volunteers to make a meaningful contribution to that service can mean those volunteers see how their own contribution is significant, which can increase sense of self-worth and well-being.

This is supported by our archival research on the purpose of museums and the benefits of museum outreach programs, which can be found in our Literature Review. The remaining staff was unsure of these benefits; no staff member expressed the opinion that programs like the HMP are not beneficial to the museums and volunteers involved.

LTM staff identified several ways in which they believe the HMP is benefiting the volunteers. The staff reported that the program is strengthening the volunteers' CVs, helping to build the volunteers' confidence, and providing an outlet for social interaction. This corroborates the feedback from the HMP volunteers who reported not only wanting to gain these benefits, but also that they have started to acquire them.

The staff also identified different ways that the HMP will improve LTM. They identified “Local community opinion of museum” as the most important improvement, and “Increased number of new volunteers” as the second most important. Improving visitor experience and updating the handling trolley were viewed as less significant ways that the HMP would improve LTM. One staff member highlighted the importance of diversifying the volunteer pool at LTM, stating: “Although I don’t think LTM necessarily needs to increase the number of volunteers I hope that the HMP will begin a process of volunteer diversification, bringing different skills and perspectives to the Museum.” A similar opinion was expressed by Mr. Clift, who emphasized that resources at LTM limit the total number of volunteers. This is why one of the main goals for the HMP is for future stages to become self-sustainable, as the first stage required extensive resources. Another staff member stated: “By being a more reflective and participatory

organization, by having a solid model of practice to build future programmes around...” as more possible improvements that the HMP could make to LTM.

Recommendations

When asked how the HMP should be changed, an overwhelming majority of the staff who answered this survey question said that there should be more LTM staff and HMP volunteer interaction. In addition, some staff members recommended integrating more volunteers into the program. This suggestion was consistent with the recommendation from the HMP volunteers to integrate more volunteers into the HMP program. Staff recommendations can be seen in Figure 3. Approximately half of the staff surveyed did not answer this question, and several commented that they did not know enough about the program to suggest improvements.

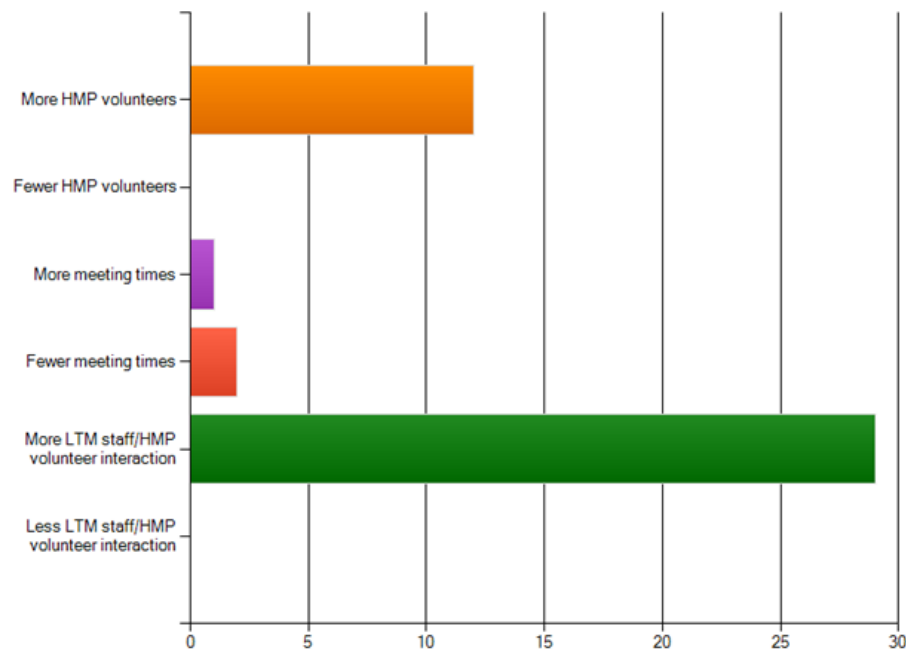


Figure 3: Number of staff responses for suggested recommendations.

Although we did not collect any specific data regarding the resource cost of the HMP, we gathered some information about the resource cost from Ms. Guthrie through informal conversations. LTM is currently using existing funds to deliver this project and will use the Happy Museum Project grant to fund later stages of the program. The current costs of the program include LTM and St. Mungo's personnel time, funding volunteer day trips, and other operation expenditures. The vast majority of Ms. Guthrie's time is spent working on HMP related

tasks. LTM also needs to pay for the services of the St. Mungo's representative who is present at each weekly meeting of the HMP. Eventually, these funds will be exhausted so in order for the program to continue, the HMP will need to become more self-sustainable.

Overall, LTM staff currently feels that the HMP is worth the time and money required to run the program. Only a very small portion of the staff thought the project was not worth the necessary resources. The majority of the staff found the HMP to be worth the resource cost while only one staff member did not. The rest of the staff surveyed was unsure. The majority of the Business Department found the HMP to be worth the time and money while the remaining staff members in that department were unsure of the actual resource cost of the HMP. Staff also made comments regarding this question showing that the staff agreed with the principle of the project but agreed that the program does have a drain on LTM's resources.

HMP Volunteers

The HMP volunteers were the most significant source of data since they are directly involved with the HMP. To provide meaningful recommendations for later stages of the program, it was essential for us to determine the volunteers' expectations for the program as well as their opinions on its current structure and operation.

Expectations

The expectations of the HMP volunteers have been slightly out of line with what the program intended to deliver. The previous volunteers expected their relationship with the St. Mungo's volunteers to be more of a mentoring role rather than to be working side-by-side with the new volunteers. In contrast, the volunteers recruited through St. Mungo's reported that the HMP was mostly meeting their expectations; however, the new volunteers thought that they would be spending more time out on the museum floor interacting with the public and spending less time getting oriented to the museum.

The new HMP volunteers have not extensively improved upon all of the skills they were hoping to gain in the HMP. All of these volunteers recognize that these skills will likely be developed as the program progresses. Volunteers also recognize that participation in the program is good for their Curriculum Vitae (CV or resume), and have already gained some skills that could be useful in a work environment. These skills include task allocation, time management, working well in a diverse group, and how to organize an orientation. Other skills have improved

varying amounts among the volunteers, such as computer and research skills. Although the previous volunteers did not join the HMP to gain work skills, most have improved upon their existing computer skills. The most common skill that was improved among all of the HMP volunteers was interpersonal skills. All of the new HMP volunteers have enjoyed volunteering at LTM thus far.

Opinions on the HMP

The HMP volunteers enjoyed taking pictures of daily activities, developing the HMP Flickr page, and the day trips such as going to the Acton Depot. They especially enjoyed developing and executing the new theme for the handling trolley, which included brainstorming ideas for the theme and researching potential objects. The volunteers are enjoying working in groups and group dynamics have improved continually as the program has progressed. The previous HMP volunteers have enjoyed working with the new volunteers, as they entered the program with the expectation that they would have more of a mentoring role. A previous volunteer was enthusiastic to pass on his skills and experience to new volunteers. One previous volunteer noted that the new volunteers appear to be developing a greater sense of self-confidence.

The HMP volunteers as a whole had frustrations with the first stage of the HMP. Volunteers felt that the program suffered from a lack of direction as no clear objectives or goals were stated at the beginning of the program. In addition, volunteers felt that the program progressed too slowly, with a long orientation period and few tasks directly associated with the trolley itself until later in the program. One volunteer felt that there was too much theory and not enough practice early in the program.

Some of the HMP volunteers have expressed frustrations with Ms. Guthrie's methods of identifying the skills that have been developed throughout the day. In particular, they felt that the use of the slips of paper to visually identify the skills gained was unnecessary. Though they recognize that it is important to acknowledge and discuss the skills gained each day, this particular method was considered ineffective.

Overall, we found that our data was effective in answering our research questions. LTM staff was not as knowledgeable about the program as Ms. Guthrie hoped but they showed an

interest in learning about the project and becoming more involved. Volunteering at LTM can be linked with professional development, as supported by the data from non-HMP volunteers. HMP volunteers have not learned all of their desired work skills as of yet, but see how these skills will be developed as the program progresses. Despite the program not meeting all of their expectations, the HMP volunteers are enjoying the program.

Conclusions and Recommendations

The HMP is off to a strong start and future stages have the potential to significantly increase social sustainability and wellbeing among participating volunteers. Through our data analysis we identified several areas of improvement for the HMP. Our recommendations address the HMP's orientation, planning process, meeting structure, goals and expectations, the evolving interests of the volunteers, the HMP's effective current practices, and program longevity. Additionally we reflected upon the methods used to conduct this evaluation and suggested areas for future research.

Orientation

The HMP orientation is moving too slowly and the structure should be altered to involve less planning and development so that the volunteers can begin working on tasks the volunteers believe are relevant earlier in the program. The orientation is necessary so that all volunteers begin the program with the same level of knowledge and so volunteers can start building team cohesion. However, the lengthy orientation is frustrating for the volunteers because they are eager to begin object research for the handling trolley. To accommodate this, the overall orientation period needs to be shortened in future stages of the program. In the current stage of the HMP, now that the orientation aspect of the program is largely over the volunteers are enjoying getting into their tasks for developing the new collection of objects for the handling trolley.

Restructuring the orientation period so that volunteers can gain the benefits of an orientation while minimizing the frustrations could be done in a variety of ways. Potential methods include holding a series of consecutive orientation sessions early in the program, having two HMP meetings a week at the beginning of the program, conducting a separate orientation for the new volunteers, and implementing a buddy system which pairs experienced volunteers with new volunteers.

Holding a series of consecutive orientation sessions or meeting multiple times per week early in the program would reduce the total timeframe of the orientation. Both of these methods allow the volunteers to gain the knowledge necessary to participate in the program and the benefits of a group orientation, as well as begin hands-on activities earlier in the program. A

series of consecutive orientation sessions would be the faster option; however, holding multiple meetings per week would be more flexible and able to accommodate individual schedule.

Having new volunteers complete a separate orientation would quickly acclimate new volunteers to the museum environment without inconveniencing experienced volunteers, as they are already familiar with the museum. This orientation should be similar to the one that is given to all volunteers when they first start at LTM so that all of the volunteers have the same basic knowledge of the museum and its operations. It will also give new volunteers the opportunity to begin working with some of the staff and current non-HMP volunteers. Through completion of this separate orientation, the new volunteers will go into the program with the same knowledge as the previous volunteers and there will be a smaller gap between the experience levels of the two volunteer groups. The main drawback of conducting a separate orientation for the new volunteers would be the lack of interaction between the new and previous volunteers which helps to build team camaraderie. To counteract this disadvantage, all of the HMP volunteers should still be required to attend an HMP-specific orientation to increase team cohesion and introduce the volunteers to the project.

Implementing a buddy system which pairs experienced volunteers with new volunteers could supplement any of the recommended orientation structures. The buddy system would help integrate the two groups of volunteers, create team cohesion, and help to reinforce a sense of community among the volunteers. The previous volunteers have extensive knowledge about LTM and have expressed a willingness to share their knowledge with the new volunteers. These volunteers would be able to provide an insider perspective that would be more relatable to the new volunteers. A buddy system would introduce the new volunteers to new people, provide the new volunteers with an additional support system within the museum, and likely promote the development of lasting relationships between the volunteers. A potential drawback of the buddy system would be that the new volunteers might feel as if they are being treated differently than other LTM volunteers. If these feelings are indeed a problem, they could be avoided by limiting the designated time frame of the buddy system. As the new volunteers become more acclimated to the museum, the buddy system will no longer be necessary.

Volunteers at LTM who are interested in helping integrate adults with vulnerable backgrounds into the museum would be appropriate candidates for mentors in the buddy system.

Through analysis of our non-HMP volunteer survey, we found that individuals that continue to volunteer for professional development have an interest in helping these adults become volunteers within the museum. This group of current volunteers is less interested in the academic aspects of museum work, and more interested in working with people. Because of this interest, these volunteers would likely find mentoring new volunteers more rewarding than a typical volunteer. If the volunteers are interested in mentoring, the new volunteers will have a more enjoyable overall experience.

Volunteer Involvement in the Planning Process

Volunteers are not as interested in the extensive planning and development necessary to deliver a program as involved as the HMP. While discussing our preliminary conclusions with Ms. Hannah Guthrie, she mentioned that based off of our early conclusions and her own personal research, later stages of the program will likely be more task oriented. The current level of involvement in the planning stages of a program can further a volunteer's professional development. Although it is beneficial to be this involved with the project, many volunteers are only interested in the hands on tasks associated with volunteering. Volunteers need to be informed about the extensive time commitment and depth of the planning process. This process can also be frustrating for volunteers seeking a concretely structured program since planning can be very open-ended. However, other volunteers may find this process rewarding because they are given the opportunity to take ownership of a major project at LTM. Volunteers who are not interested in the in-depth planning process could be incorporated into later stages of the program that are more hands-on. If future iterations of the HMP do become more task oriented, volunteers should be given the choice to become involved with the planning process to some extent if they desire.

Meeting Structure

The current HMP meetings could be structured more effectively so that less time is spent on overhead tasks and more time is spent actively developing the handling trolley. The HMP volunteers are frustrated with the current meeting structure because they feel that too much time is currently being spent recapping previous meetings, going over what will be done throughout that day, and reflecting on that day's progress. The practice of recapping previous meetings is in place so that volunteers who miss a meeting are informed on the previous week's progress and

acts as a way to get the volunteers back into thinking about the project since the HMP only meets once per week. Planning daily activities is done as a group so that the volunteers can work together and take ownership of the project. The volunteers are given the flexibility to plan the day's activities; the project manager does not dictate what will be done that day. The end of day meeting serves as an opportunity for the volunteers to discuss what was accomplished that day and to plan for the next week. Additionally, in this meeting volunteers articulate what skills they have gained or improved upon that day, as group reflection is often more effective than individual self-reflection. Group reflection is effective because discussing what the volunteers have accomplished increases their self-confidence by identifying their achievements. Though there are valid reasons behind each of these practices, restructuring certain aspects of the meetings can reduce volunteer frustrations while still retaining the benefits of each practice.

The morning meeting needs to be shortened so that the volunteers are able to spend more time working on tasks associated with the HMP. The HMP volunteers feel that too much time is spent recapping the previous meeting and going over what will be done throughout the day. Although recapping is an appropriate way to get the volunteers back into the right mindset for the project, shortening this period will likely not reduce its effectiveness as long as the main points from the previous meeting are touched upon. We understand the importance of a more detailed review for volunteers who did not attend the previous week's meeting; however, if volunteers who miss a meeting make up the meeting on their own time, the overall group meeting times will decrease. This could be accomplished through a phone call, an email, or a meeting between the volunteer and either the project manager or another volunteer. Although going over what will be done throughout the day can be a lengthy process and can be frustrating for the volunteers, it is necessary to ensure that the day's activities contribute to the HMP's overall goals.

During HMP work days, task allocation is an effective method to help develop individual work skills among the volunteers. Allocating tasks to smaller groups allows for a more effective use of time and energy among the volunteers. Working in a group of six can sometimes be difficult because everyone may not get a chance to voice their opinion and actively participate in the task at hand. A group of two or three allows volunteers to be more active in their group and promotes the development of closer relationships among the volunteers.

Many aspects of the end of day meeting are highly valuable; however, the self-reflection period could be restructured to increase its effectiveness. It is necessary to outline general plans for the next HMP meeting during the afternoon session so that Ms. Guthrie can prepare necessary resources such as personnel, supplies, and work space for the next week. Currently, the reflection period focuses on discussing specific work skills and does not take into account other developing skills and the changing interests of the volunteers. This could be influencing the volunteers to focus on the skills they originally expected to develop and could be preventing them from recognizing other developing skills. We have found that the volunteers' goals and expectations evolve over the course of the HMP, which affects what skills they hope to learn and develop. It is important for the reflection period to take this evolution into account. Additionally, the previous volunteers are not interested in gaining work skills so they do not find the reflection period to be useful. If this period was altered to be more of a group discussion rather than an individual evaluation, it might prove to be less tedious for the previous volunteers and more enjoyable for everyone involved. An open discussion format would also be more dynamic since an open discussion will allow people to build off of each other's ideas. For future stages of the HMP, it would be beneficial to recruit the experienced volunteers who are more interested in professional development. The goals of these volunteers are similar to those of the new volunteers as they all hope to gain work skills; therefore future reflection periods would be more productive.

HMP Goals and Expectations

The lack of direction in how project goals were to be achieved contributed to the volunteers having expectations for the program that were not in line with what the program planned to deliver. Ms. Guthrie recognizes that involvement of previous volunteers was not well planned and the program's expectations were not clearly communicated to these volunteers. For later stages of the program, overall expectations should be clearly articulated to the volunteers before the program begins so all volunteers have a clear understanding of the program. The HMP project manager did not set clear objectives for how the overall project goals would be achieved because they wanted the volunteers to influence the direction of the project. Ms. Guthrie recognizes that this initial lack of direction may be frustrating for the volunteers, but is important so the volunteers have the freedom to take ownership of the project. We understand that the later stages of the project have not been fully developed and therefore the expectations are not

concrete at this time. Once these expectations are solidified, they should be conveyed to the volunteers so they understand the purpose of the project and what they are expected to accomplish.

Evolving Interests of the HMP Volunteers

The current structure of the program may be limiting because it is making assumptions about the personal and professional development of the St. Mungo's volunteers. Currently, the HMP assumes that the new volunteers are primarily interested in developing work skills but the volunteers are gaining unforeseen benefits. In particular, the new volunteers are developing self-confidence more rapidly than was originally expected. At the start of the program, Ms. Guthrie said that several volunteers initially expressed no interest in working on the museum floor, but in our interviews conducted approximately two months after the start of the program, we discovered that all HMP volunteers had an interest in working with museum visitors. To account for the volunteers' changing interest in the future, the HMP should be run more like other volunteer programs at LTM so the HMP volunteers will get a more complete volunteering experience. We found through our non-HMP volunteer survey that current volunteer programs at LTM teach work skills without specifically focusing on the development of work skills.

The new HMP volunteers are not just interested in gaining work skills and meeting new people but are also becoming more interested in transport history. All of the HMP volunteers are interested in meeting new people through participation in this program; this is consistent with the motivations of many of the non-HMP volunteers. If possible, more volunteers should be recruited for this program in the future so that the volunteers can meet more people. Additionally, most of the non-HMP volunteers surveyed expressed an interest in transport history, so the HMP volunteers' developing interest in transport creates common ground, likely easing their transition into the museum.

Effective Current Practices

The HMP currently has several effective practices in place which contribute to the success of the program and the overall social sustainability of the participating volunteers. These practices include day trips during HMP operation days, development of the Flickr page, and involvement of volunteers in museum operations.

If feasible, more day trips should be incorporated into future stages of the HMP because they support the social sustainability of the volunteers. In particular, the volunteers enjoyed the trip to Acton Depot where they met the Depot staff and had an opportunity to learn more about transport. As stated in our Literature Review, one of the dimensions of social sustainability is inclusion, which encompasses the sense of belonging to and having the chance to interact with one's community. Because the day trips broaden the volunteers' involvement in the community, they likely increase the volunteers' social sustainability. The idea of getting out and doing things was very popular among the new volunteers. Visiting other museums was also a popular idea among a majority of the volunteers, and could be incorporated through visits to evaluate and learn about other museums' handling trolleys.

Social media projects such as developing an HMP Flickr page should be continued as they are useful for teaching individual work skills and are enjoyed by the volunteers. Developing the Flickr page is a useful technique to teach computer skills and presentation skills. Writing the blog entries and the captions for the photos are effective methods in teaching literacy skills. These skills are important aspects of work readiness and therefore likely increase the employability of the volunteers. In the future, new social media projects should be explored such as an HMP Facebook page or Twitter. These social media projects would not only continue to develop the work skills of the volunteers but would also publicize and promote the HMP.

The emphasis that the project manager is placing on introducing the volunteers to staff members and museum resources is effective in developing the volunteers' interpersonal and research skills. The library tour was particularly popular because the volunteers had the opportunity to learn more about transport history through the library's extensive resources. Training in the Information Management System (IMS), LTM's cataloging system, also helped to develop the volunteers' computer and research skills. The HMP volunteers are also being incorporated into museum operations by attending staff project progress meetings. These project meetings increase volunteers' interaction with staff and their overall involvement in the museum. The practice of including volunteers in these meetings should be continued.

Program Longevity

The HMP needs to reduce necessary resources such as personnel and operation expenditures to become self-sustaining in future stages. Currently, the HMP is externally funded

by a grant, however, the scope of the HMP hopes to extend beyond what this grant is able to fund. Therefore, the HMP needs to decrease operation expenditures and/or seek funding from other sources for future stages of the program. One way to decrease operation expenditures is to decrease the personnel resources required to train the HMP volunteers. LTM's reliance on staff members who are hired on fixed-term contracts requires that multiple staff members become involved with the HMP to help ensure its longevity.

Incorporating a buddy system that pairs previous and new volunteers, as thoroughly discussed in the Orientation section of the Conclusions and Recommendations, could help train new HMP volunteers with little to no drain on LTM's resources. If previous LTM volunteers train the new volunteers, there will only need to be limited staff involvement in the training phase.

Increasing staff awareness of and involvement in the HMP will help ensure the longevity of the program. Many staff members associated with the Learning Department work on fixed-term contracts. Long-term programs delivered by this department require more extensive staff involvement so when contracts terminate other members of staff who are aware of the program and its purpose can become more involved in delivering the program. LTM staff members exist who are willing to become more involved with the HMP, as illustrated by our LTM staff survey.

Reflection on Methods Used

The evaluation methods we used to gather information were effective, but could be altered to increase effectiveness. The surveys we developed helped us answer our research questions, but were limited in scope as they were anonymous. Our interviews effectively achieved their purpose; however, they were limited by the time frame of the project. The museum questionnaires were an ineffective data collection method as we received little feedback from the museums we contacted.

The staff survey was our most effective data collection method, as shown by the large return rate and the quality of information provided. Introducing our project at a Friday morning staff meeting and handing out surveys at that meeting were particularly effective in helping us obtain responses. Personally visiting each department and asking staff to take our survey also

increased our return rate by increasing awareness of our survey. The survey itself was open for approximately one week, so our return rate of over 50% could be considered impressively high.

The non-HMP volunteer survey did not have as large a return rate despite being open for a similar length of time, but enough relevant data was collected to answer related research questions. The span of time during which the survey was open included a holiday weekend and we only had contact with the non-HMP volunteers through email, which adversely affected our return rate. Despite these setbacks, we still had sufficient data to draw meaningful conclusions and create a baseline for comparison with the HMP volunteer data.

The interviews with the HMP volunteers provided ideas for how the project could be improved in the future and valuable insight into how the program currently operates. Developing a rapport with the volunteers early on in the project helped the volunteers feel more comfortable with the project team. Explicitly stating that we were evaluating the project and not the volunteers themselves also helped to relieve tension that could have been associated with the interviews. Time constraints only allowed for one set of interviews to be conducted. If it had been possible, we would have preferred to interview all of the HMP volunteers sooner so that several sets of interviews could have been conducted. This would have allowed for us to collect several data points from each volunteer and would have strengthened our overall conclusions.

The museum questionnaires proved to be ineffective in gathering sufficient data to be useful in our evaluation. Due to time constraints, we had to begin our evaluation before receiving any feedback from other museums. Our museum questionnaire facilitated later contact with IWM North, who provided us with their In Touch reports. These reports were a useful example of how to properly combine data into an easily understood and compelling narrative and helped us strengthen the research in our Literature Review regarding the benefits of volunteering. In order to receive information from museums earlier in the term, we could have contacted the museums the term prior to our arrival in London.

Recommendations for Future Evaluations

After completing our evaluation, we found several areas that could be further explored, such as staff and HMP volunteer data collection. As anonymous surveys have certain limitations, collecting non-anonymous data from LTM staff would allow for further interpretation of the data

we collected and allow for further meaningful conclusions to be drawn. The HMP volunteers are another important source of information as they are the primary focus of the program. Further interviews with and observations of these volunteers could reveal significant data trends and provide additional information to strengthen future stages of the program.

Anonymous data collection encourages honest responses, but has limitations as personally identifying information is often useful to draw more insightful conclusions from the data. For example, a staff member's comment can have a different meaning depending on the individual's position in the museum and involvement in the program. It could be important to collect information from influential members of staff such as the senior management team because they play an important role in supporting programs financially.

Information from the HMP volunteers is essential to the evaluation of the program due to their significant involvement in the HMP. Due to time constraints the team did not have the opportunity to observe many HMP operation days. Further observation of volunteers could help supplement the data collected through interviews. Currently, the only data being collected to determine trends in wellbeing is based on a subjective happiness rating scale. Objective observations could provide more anecdotal evidence to contextualize wellbeing trends. Additionally, interviews should be conducted on a more regular basis to help determine trends that develop over the course of the program. Obtaining a baseline understanding of the volunteers will help strengthen future evaluations. In particular, it would be beneficial to know their initial understanding of the project goals and how they thought these goals would be accomplished. It would also be beneficial to explore how their expectations, views of the program, and motivations for involvement change over time. In our evaluation, we found that the volunteers have an interest in transport history. It would be useful to know if they came into the HMP with this interest or if this interest developed as a result of their participation in the program. Additionally, it would be interesting to ask the new volunteers if they feel that they are more employable after participation in the program and if they feel as if they are being treated any differently than the previous HMP volunteers.

Overall Conclusions

Overall, the HMP is a successful project designed to help integrate new volunteers into the museum and create a new theme for the handling trolley exhibit at LTM. Thus far, the

program appears to be achieving its goal of increasing the social sustainability of the volunteers by fostering their professional development. However, there are ways to strengthen future stages of the program such as restructuring the HMP orientation and meetings, implementing a buddy system, articulating clear goals and objectives at the start of the program, and increasing the self-sustainability of future stages of the program. The HMP is well-positioned to become a long-lasting outreach program to promote a happier and more sustainable future and serve as an exceptional example for future outreach programs at LTM.

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Appendices

Appendix A: LTM Staff Survey

This survey is designed to get LTM staff perspective on the HMP. If you do not wish to complete this survey or do not wish to answer a particular question, leave it blank. This survey is anonymous and designed solely to help us evaluate staff opinions on HMP and to help us improve future stages of the programme.

1. Which best describes your position at LTM?

Full-time

Part-time

Volunteer

2. Which departments(s) are you associated with at LTM? Circle all that apply.

Learning

Curatorial

Visitor Services (Operation, Customer Services)

Marketing and Development

Support Services (Contracts and Facilities, Digital Resources)

Business and Performance (Trading, Finance)

Other (please specify)

3. What is your level of involvement with the operation of the HMP? Please choose one.

Daily

More than once per week

Weekly

Monthly

Less than once per month

No involvement

4. If you have no involvement, have you noticed HMP operation at LTM?

Yes

No

5. Have you had any interaction with any of the HMP volunteers?

Yes

No

6. Please rank the following goals of the HMP from 1 to 4 in order of importance, 1 being the most important, 4 being the least important.

____ Update the objects on the Handling Trolley

____ Train future volunteers for LTM

____ Increase HMP volunteer quality of life

____ Increase LTM local community involvement

If you feel that the HMP has any other goals please list them below.

7. Do you think projects like the HMP are beneficial for the museums that host them?

Yes

No

Unsure

Comments (Optional): _____

8. Do you think projects like the HMP are beneficial for the volunteers that participate?

Yes

No

Unsure

Comments (Optional): _____

9. Do you think the HMP has improved/will improve LTM?

Yes

No

Unsure

If you answered no, please explain.

10. If you answered yes to Q9, in what ways do you think the HMP has improved/will improve LTM? Rank the following in order of importance from 1 to 4, 1 being the most important and 4 being the least important.

____ The handling trolley

____ Experience for visitors

____ Local community opinion of museum

____ Increased number of new volunteers

If there are any other ways you think HMP will improve LTM please list them below.

11. Do you think programmes like the HMP are worth the necessary investment of time and money for the sponsoring museums?

Yes

No

Unsure

12. Do you think that LTM should host similar projects that promote social sustainability and wellbeing in the future?

Yes

No

Unsure

Why or why not?

13. Do you think the HMP should be changed in any way? Mark all that apply.

More HMP volunteers

Fewer HMP volunteers

More meeting times

Fewer meeting times

More LTM staff/HMP volunteer interaction

Less LTM staff/HMP volunteer interaction

Other (please specify)

14. If you have any hopes or concerns for the HMP, please share them below.

Thank you for taking this survey. We greatly appreciate your time.

Appendix B: LTM Staff Survey Reasoning

Question	Reasoning
Q1: Which best describes your position at LTM?	<p>This information helped us determine the staff member's level of involvement both at LTM and in the HMP. This also helped us see differences in opinion between people directly involved in the program and people who are less/not involved. This also allowed us to break down the answers based on involvement and department which helped reveal several trends.</p>
Q2: Which department(s) are you associated with at LTM? Mark all that apply.	
Q3: What is your level of involvement with the operation of the HMP? Please choose one.	
Q4: If you have no involvement, have you noticed HMP operation at LTM?	<p>This information helped us further determine the level of involvement the staff had with the HMP. If there was no involvement and no interaction, several questions did not apply to them (in which case they usually commented as such). This also helped us to determine existing trends between the different groups.</p>
Q5: Have you had any interaction with any of the HMP volunteers?	
<p>Q6: Please rank the following goals of the HMP from 1 to 4 in order of importance, 1 being the most important, 4 being the least important.</p> <p>If you feel that the HMP has any other goals please list them below.</p>	<p>This information helped us determine if the LTM staff opinion on the goals of the HMP were in line with Ms. Guthrie's goals for the program. This also helped us see how familiar staff were with the HMP and any other impacts the HMP might have had on the museum beyond the original goals.</p>
<p>Q7: Do you think projects like the HMP are beneficial for the museums that host them?</p> <p>Comments (optional)</p>	<p>This information helped us determine if the LTM staff believed that the program had value, both for the museum and the volunteers. It allowed us to determine if the staff believed that the project was worth LTM's time and money and if it was a worthwhile program both for LTM to consider hosting similar projects again, and for other museums to consider hosting similar projects in the future.</p>
<p>Q8: Do you think projects like the HMP are beneficial for the volunteers that participate? Comments (optional)</p>	
<p>Q9: Do you think the HMP has improved/will improve LTM?</p> <p>If you answered no, please explain.</p>	
<p>Q10: If you answered yes to Q9, in what ways do you think the HMP has improved/will improve LTM? Rank the following in order of importance from 1 to 4, 1 being the most important and 4 being the least important.</p> <p>If there are any other ways you think HMP will improve LTM please list them below.</p>	
<p>Q11: Do you think programs like the HMP are worth the necessary investment of time and money for the sponsoring museums?</p>	

<p>Q12: Do you think that LTM should host similar projects that promote social sustainability and wellbeing in the future? Why or why not?</p>	
<p>Q13: Do you think the HMP should be changed in any way? Mark all that apply.</p>	<p>This information helped us identify areas of weaknesses in the program, and gave us suggestions for areas that needed improvement or adjustment.</p>
<p>Q14: If you have any hopes or concerns for the HMP, please share them below.</p>	

Appendix C: LTM Staff Survey Responses

Table 2: Which best describes your position at LTM?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Which best describes your position at LTM?		
Answer Options	Response Percent	Response Count
Full-time	94.7%	54
Part-time	5.3%	3
Volunteer	0.0%	0
<i>answered question</i>		57
<i>skipped question</i>		2

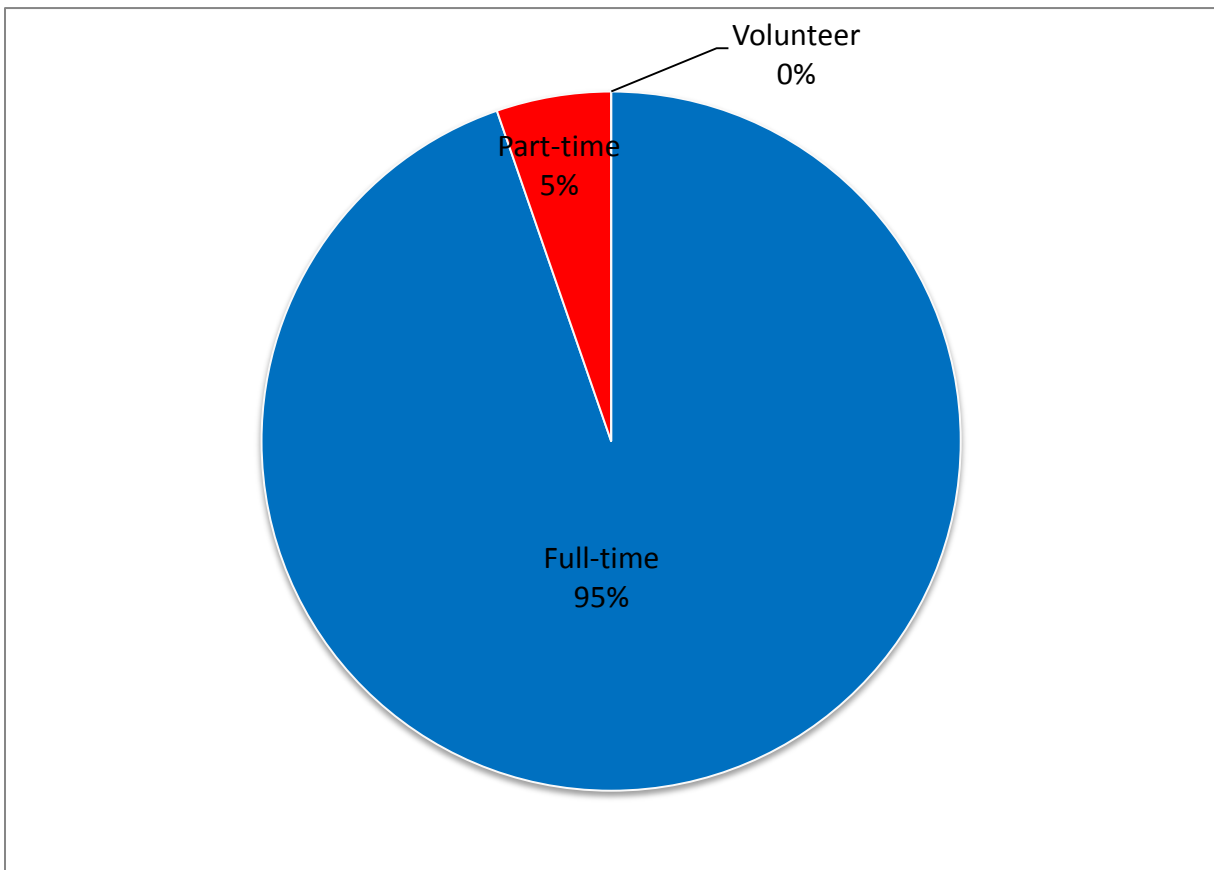


Figure 4: Which best describes your position at LTM?

Table 3: Which department(s) are you associated with at LTM? Mark all that apply.

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Which department(s) are you associated with at LTM? Mark all that apply.		
Answer Options	Response Percent	Response Count
Learning	33.3%	19
Curatorial	17.5%	10
Visitor Services (Operation, Customer Services)	33.3%	19
Marketing and Development	19.3%	11
Support Services (Contracts and Facilities, Digital Resources)	17.5%	10
Business and Performance (Trading, Finance)	8.8%	5
Other (please specify)		5
	<i>answered question</i>	57
	<i>skipped question</i>	2

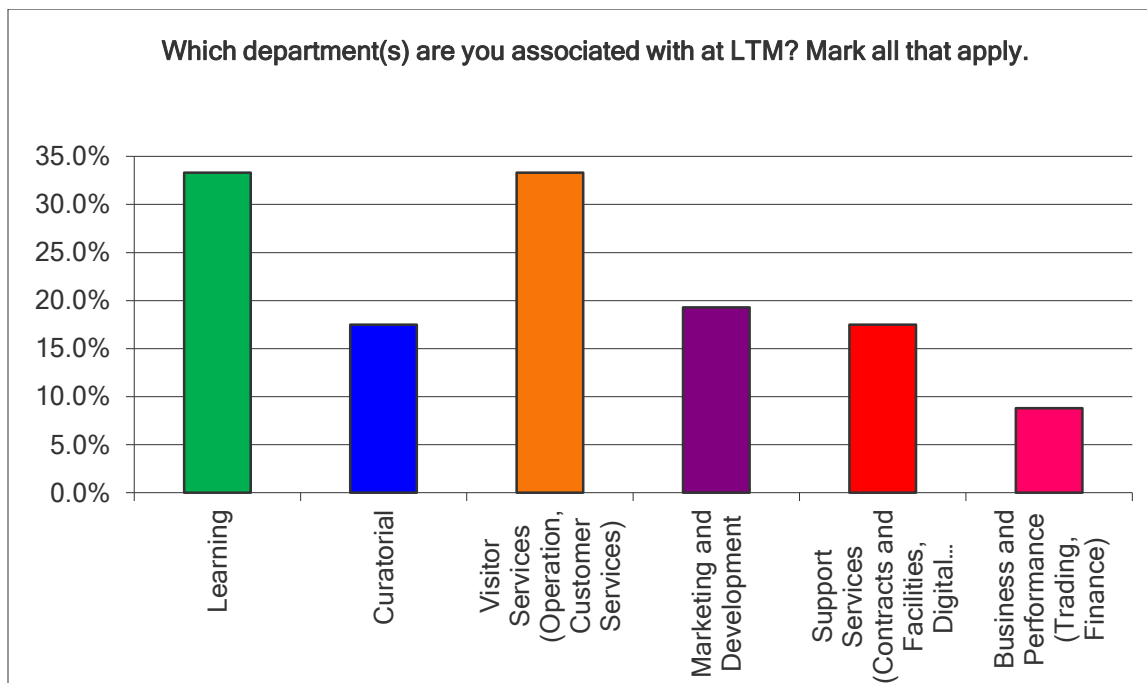


Figure 5: Which department(s) are you associated with at LTM? Mark all that apply.

Table 4: Other responses

Number	Other (please specify)
1	Director's Office
2	Linked to All...
3	IT
4	safety and citizenship
5	safety and citizenship

Table 5: What is your level of involvement with the operation of the HMP? Please choose one.

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
What is your level of involvement with the operation of the HMP? Please choose one.		
Answer Options	Response Percent	Response Count
Daily	5.1%	3
More than once per week	3.4%	2
Weekly	5.1%	3
Monthly	10.2%	6
Less than once per month	11.9%	7
No involvement	64.4%	38
<i>answered question</i>		59
<i>skipped question</i>		0

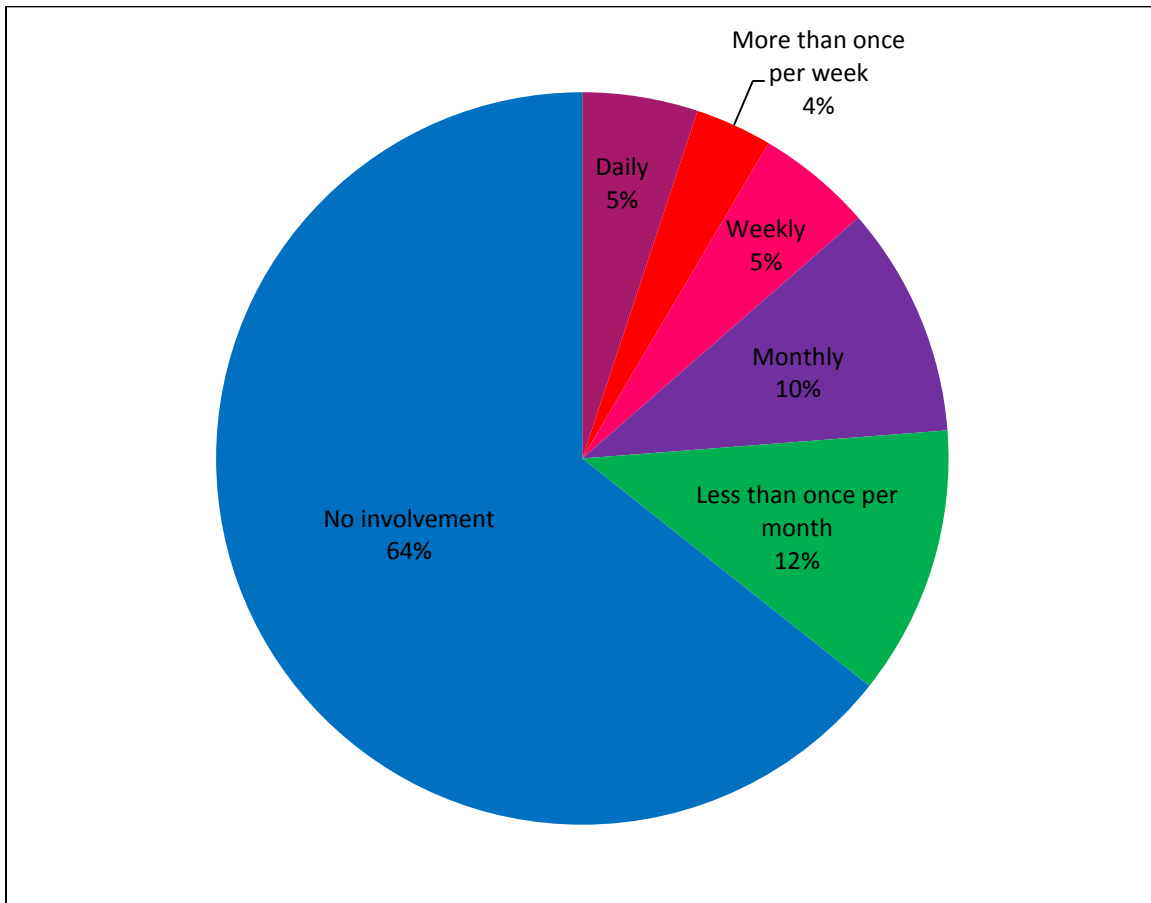


Figure 6: What is your level of involvement with the operation of the HMP? Please choose one.

Table 6: If you have no involvement, have you noticed the HMP operation at LTM?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
If you have no involvement, have you noticed HMP operation at LTM?		
Answer Options	Response Percent	Response Count
Yes	70.5%	31
No	29.5%	13
<i>answered question</i>		44
<i>skipped question</i>		15

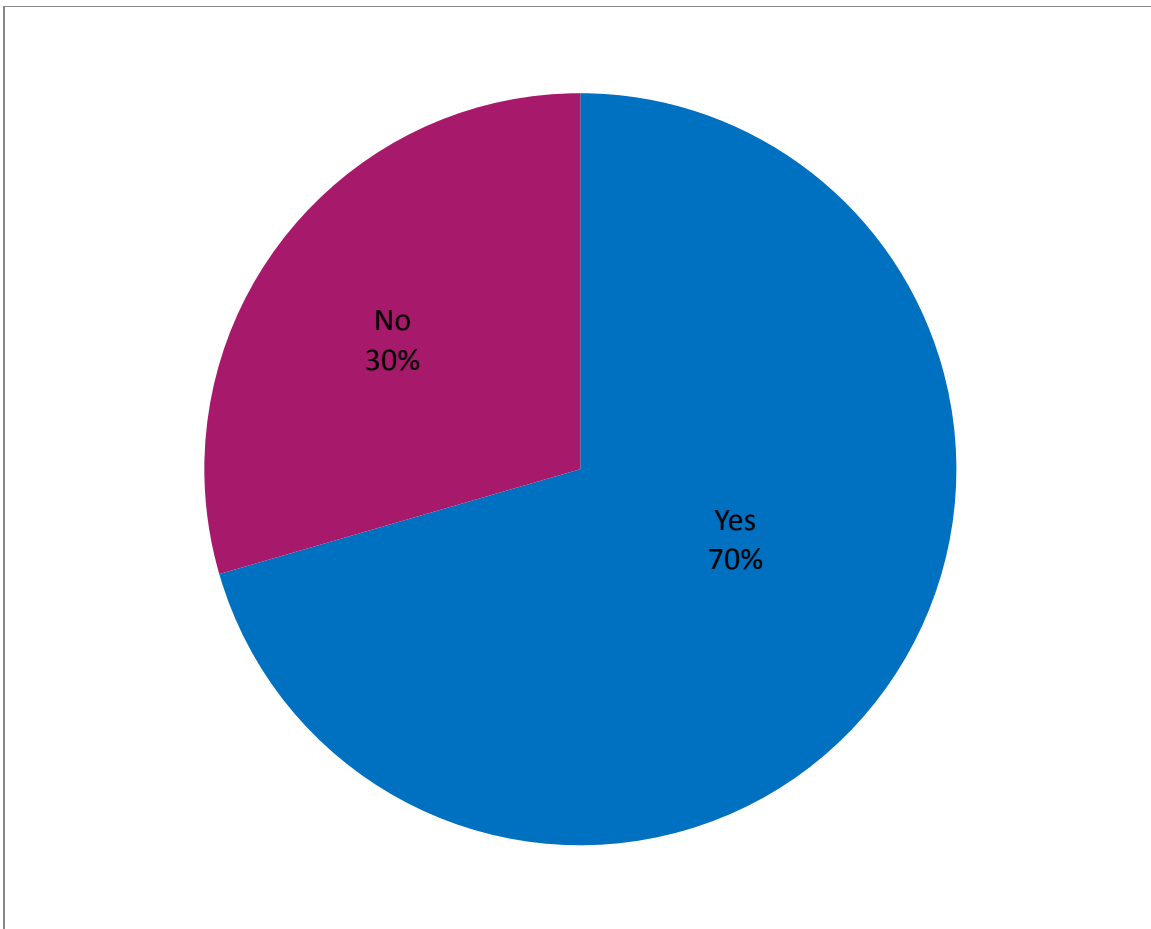


Figure 7: If you have no involvement, have you noticed the HMP operation at LTM?

Table 7: Have you had any interaction with any of the HMP volunteers?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Have you had any interaction with any of the HMP volunteers?		
Answer Options	Response Percent	Response Count
Yes	39.0%	23
No	61.0%	36
<i>answered question</i>		59
<i>skipped question</i>		0

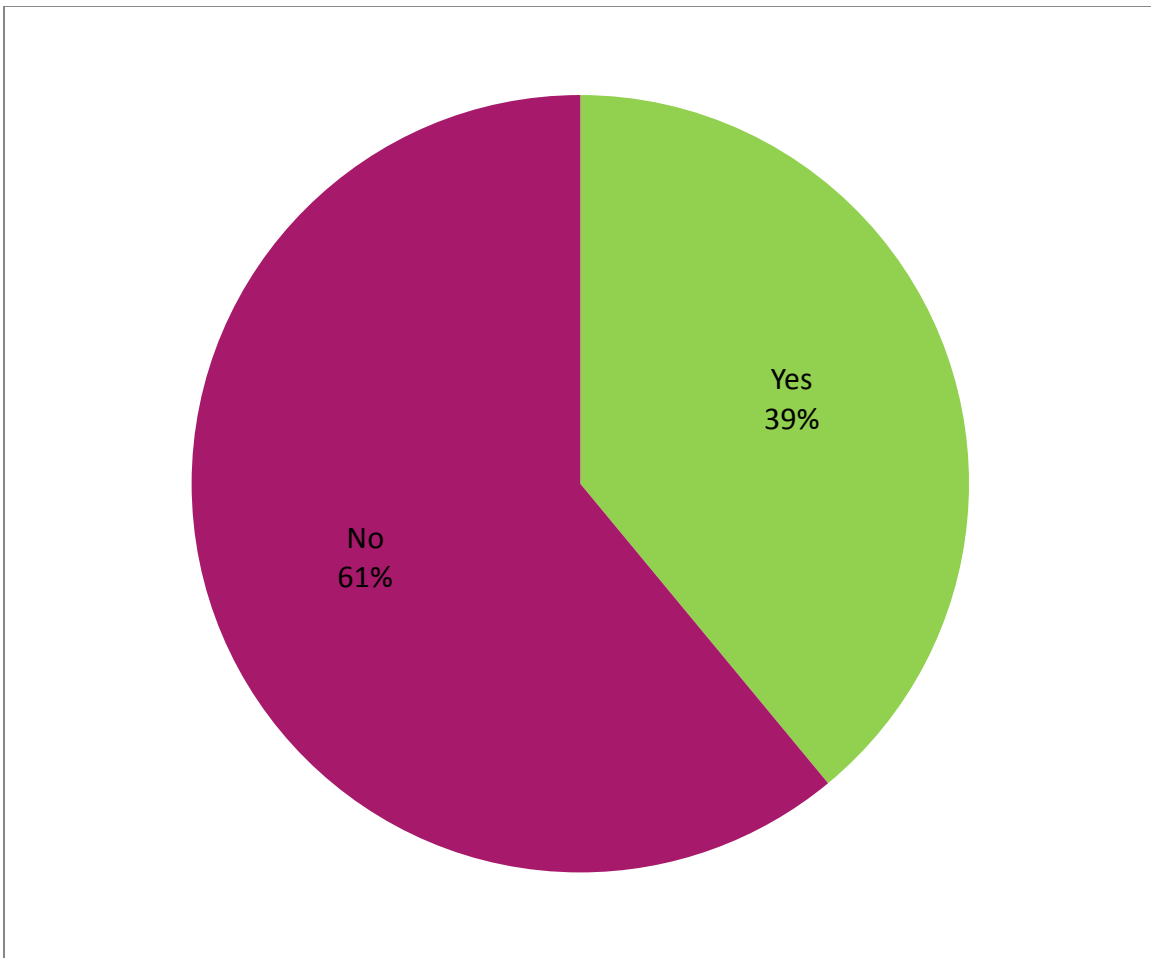


Figure 8: Have you had any interaction with any of the HMP volunteers?

Table 8: Please rank the following goals of the HMP from 1 to 4 in order of importance, 1 being the most important, 4 being the least important.

Anonymous LTM Happy Museum Project (HMP) Feedback Survey						
Please rank the following goals of the HMP from 1 to 4 in order of importance, 1 being the most important, 4 being the least important.						
Answer Options	1	2	3	4	Rating Average	Response Count
Update the objects on the Handling Trolley	8	16	12	18	2.26	54
Train future volunteers for LTM	14	17	17	4	2.79	52
Increase HMP volunteer quality of life	25	14	8	4	3.18	51
Increase LTM local community involvement	20	23	5	5	3.09	53
If you feel that the HMP has any other goals please list them below.						9
<i>answered question</i>						54
<i>skipped question</i>						5

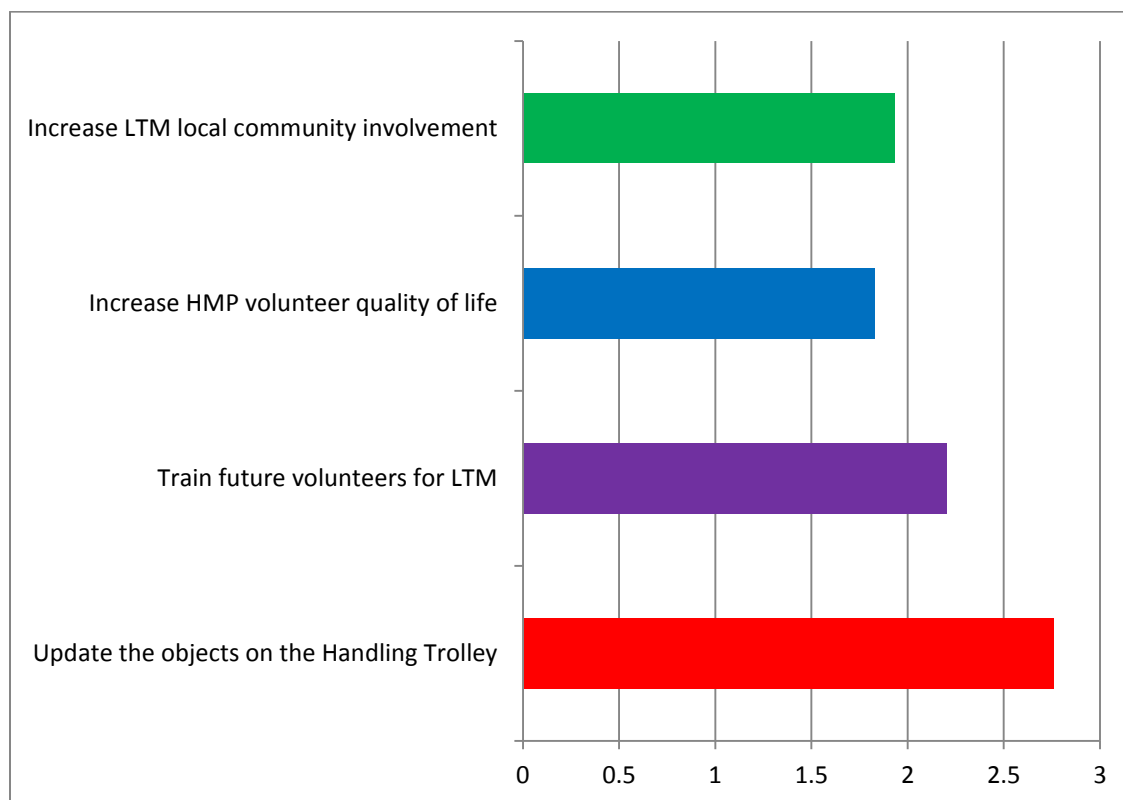


Figure 9: Please rank the following goals of the HMP from 1 to 4 in order of importance. 1 being the most important, 4 being the least important (Rating Average)

Table 9: Other responses

Number	If you feel that the HMP has any other goals please list them below.
1	Look at opportunities to increase the Cookie Ratio Museum Biscuit Sharing (CRuMBS)
2	Tbh [(to be honest)] I don't know much about the project I think it needs to be promoted more. This survey is a good start.
3	1. Opportunity for participants to enhance a range of transferable skills 2. Specifically - upgrading of information skills. 3. More awareness of the opportunities, benefits and all-round enjoyment offered by self-guided lifelong learning.
4	I'm not familiar enough with the project to know the goals, sorry.
5	As I have had no [explanation] as their presence or role I can't comment.
6	To further embed and extend the ways in which LTM works WITH people, not AT people.... and how individual benefit can be made to match and support wider public and wider museum benefit.
7	3 Bring the HMP/LTM outside- in street/cov [Covent] garden
8	I don't know what HMP is to be honest.
9	I don't know what it's all about

Table 10: Do you think projects like the HMP are beneficial for the museums that host them?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think projects like the HMP are beneficial for the museums that host them?		
Answer Options	Response Percent	Response Count
Yes	83.9%	47
No	0.0%	0
Unsure	16.1%	9
Comments (Optional)		11
<i>answered question</i>		56
<i>skipped question</i>		3

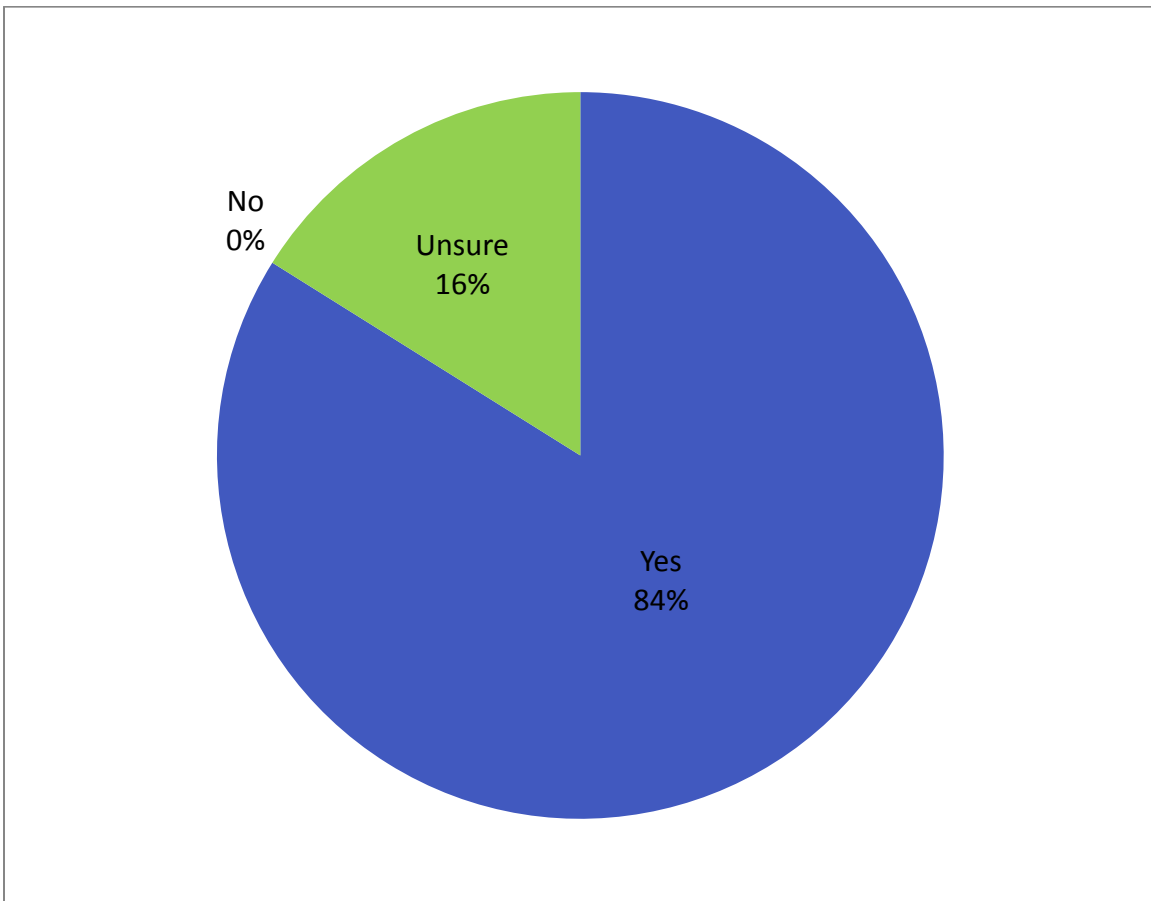


Figure 10: Do you think projects like the HMP are beneficial for the museums that host them?

Table 11: Other responses

Number	Comments (Optional)
1	Yes! Projects like this bring museum staff from across the [organization] into close contact with [marginalized] people who quite literally sleep on our door step. The museum has a duty to engage with people from all backgrounds, including those who cannot visit. This project is an excellent example of how the museum can do this.
2	Projects like this should cement community links, challenge Museum norms and generate additional wellbeing for those concerned
3	But [I'd] like to know more about it and who you all are
4	As I have received no [explanation] as to what the HMP purpose is I can't comment
5	It's really important to use the knowledge and experience that volunteers have and HMP is one way of unlocking this.
6	volunteer programmes often have lots of added value, both to the individual and museum
7	Particularly for departments where engagement with diverse audiences is not at the core of their work
8	Definitely extends audiences interacting with Museum and beneficial to participants
9	Different perspectives on collections are always welcome
10	Museums that fail to engage in a dialogue with the people we aim to serve are out of touch. The best ideas and progress in any [organization] (or individual) come from receiving fresh stimulus, which mixes with existing experience and knowledge, to produce something even better.
11	Yes, this is basically Hegelian dialectic ;-)
11	HMP is vital to the education of young people to continue/develop their interest in [our] national heritage

Table 12: Do you think projects like the HMP are beneficial for the volunteers that participate?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think projects like the HMP are beneficial for the volunteers that participate?		
Answer Options	Response Percent	Response Count
Yes	84.2%	48
No	0.0%	0
Unsure	15.8%	9
Comments (Optional)		10
<i>answered question</i>		57
<i>skipped question</i>		2

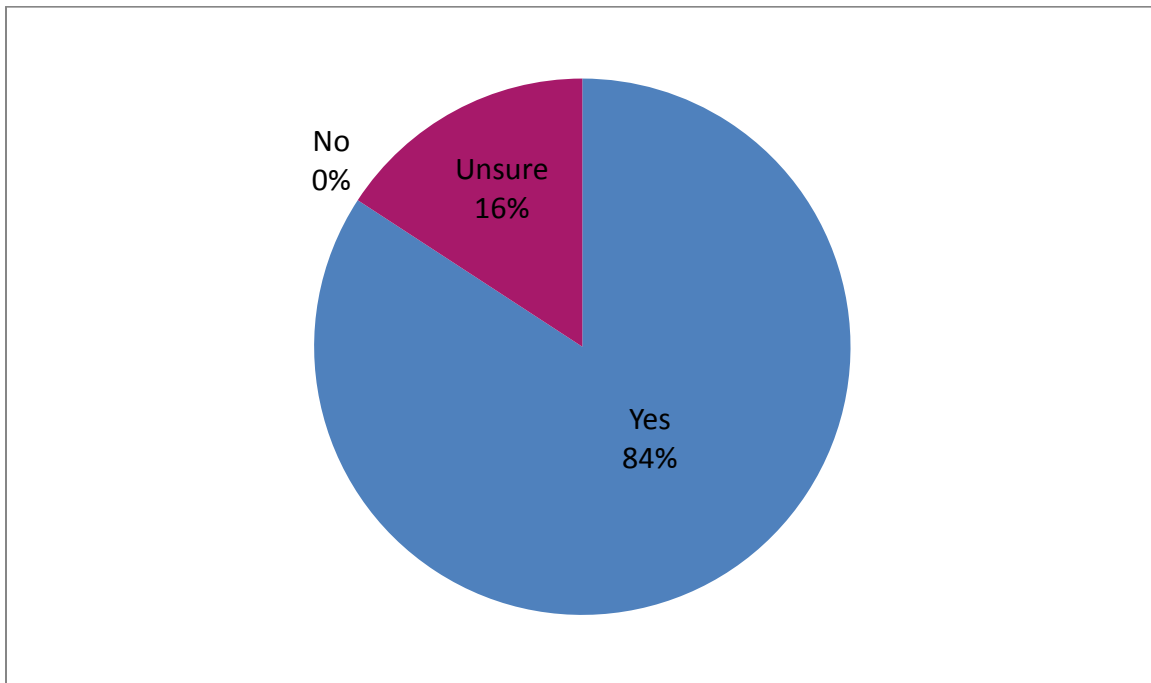


Figure 11: Do you think projects like the HMP are beneficial for the volunteers that participate?

Table 13: Other responses

Number	Comments (Optional)
1	I guess so but need to [know] more
2	Anything that makes people think/realize museums are relevant to them is good, but not convinced it has a longer term benefit once projects are over, maintaining likely more difficult
3	They get to share their knowledge and experience with [museum] and its visitors - plus gain some new skills.
4	Empowers the individuals, provides work experience for their CV and builds their confidence
5	Training, social interaction, accreditation
6	[I] hope so. [I] think that lots of volunteers gain satisfaction from working [without] collections, and they are volunteers- so this is something they opt into that is not obligatory
7	It integrates them into the museum environment and gives them a sense of involvement and achievement
8	I think they have the potential to be, if they are run well. This is because museums at their best are social spaces for [personal] development and learning, and humans are basically social - and curious - animals. Museums provide a significant service (in terms of both scale and purpose) to the public, and enabling volunteers to make a meaningful contribution to that service can mean those volunteers see how their own [contribution] is significant, which can increase sense of self-worth and well-being.
9	I have not talked to them, only they could answer this I believe.
10	To volunteer for anything you have to believe in what you are doing, in doing so provides satisfaction

Table 14: Do you think the HMP has improved/will improve LTM?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think the HMP has improved/will improve LTM?		
Answer Options	Response Percent	Response Count
Yes	63.0%	34
No	0.0%	0
Unsure	37.0%	20
If you answered no, please explain.		7
<i>answered question</i>		54
<i>skipped question</i>		5

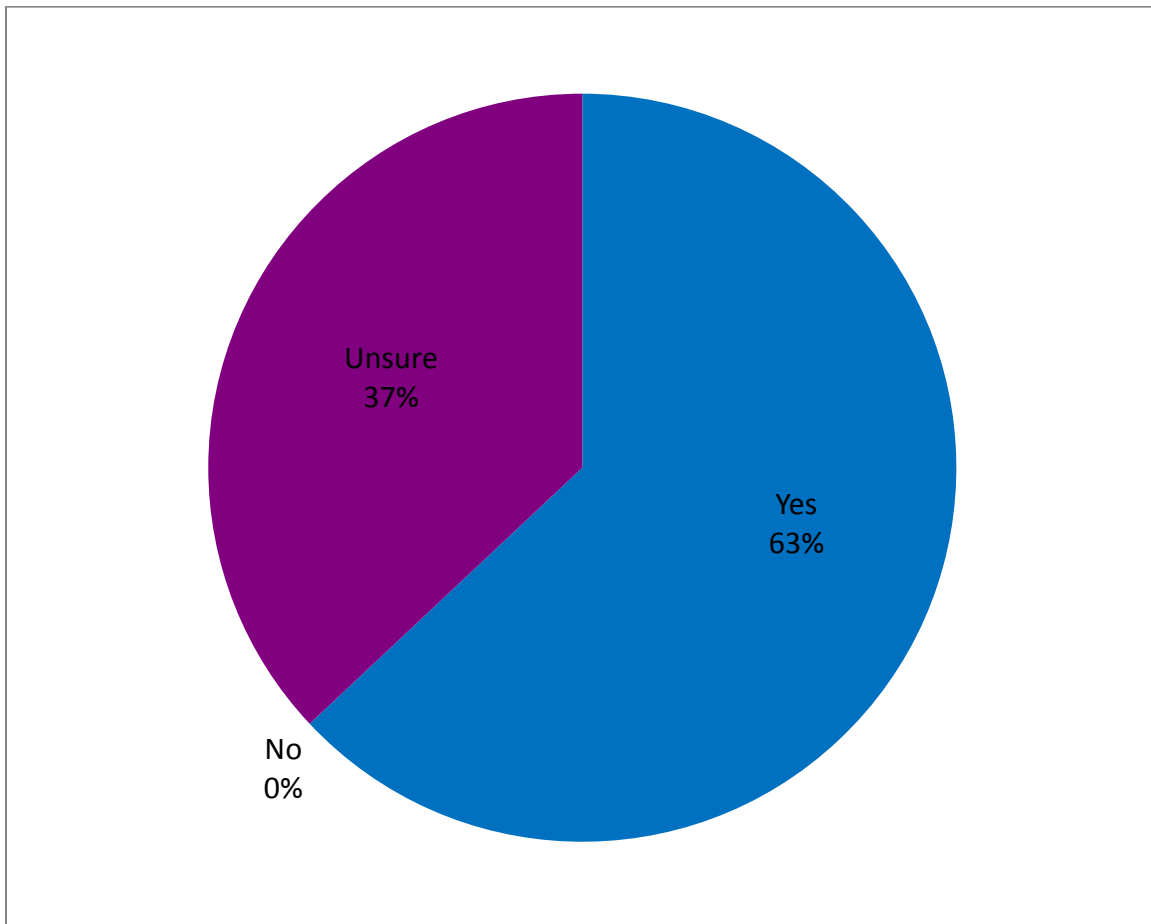


Figure 12: Do you think the HMP has improved/will improve LTM?

Table 15: Other responses

Number	If you answered no, please explain.
1	[Time] will tell...I do hope so!
2	Happiness usually improves people and [organizations] :-)
3	Need to know more to say so, but I'm sure it has
4	N/A
5	It will be great to see the legacy of HMP, I hope the integration of volunteers into the main volunteer programme will be successful in the long run and will pave the way for future projects to integrate new volunteers into our programme in this way. It also greatly assists in diversifying our volunteer pool and maintains our growing relationship with the local community.
6	I think in a small way, yes it already has and will do so through the new Handling Object trolley theme. I hope it has a longer term improvement in terms of advanced participation practice.
7	Nothing to compare with as new project;

Table 16: If you answered yes to Q9. In what ways do you think the HMP has improved/ will improve LTM? Rank the following in order of importance from 1 to 4, 1 being the most important and 4 being the least important.

If you answered yes to Q9, in what ways do you think the HMP has improved/will improve LTM? Rank the following in order of importance from 1 to 4, 1 being the most important and 4 being the least important.						
Answer Options	1	2	3	4	Rating Average	Response Count
The handling trolley	8	10	11	12	2.34	41
Experience for visitors	14	13	10	4	2.90	41
Local community opinion of museum	20	9	6	6	3.05	41
Increased number of new volunteers	15	17	6	3	3.07	41
If there are any other ways you think HMP will improve LTM please list them below.						8
<i>answered question</i>						41
<i>skipped question</i>						18

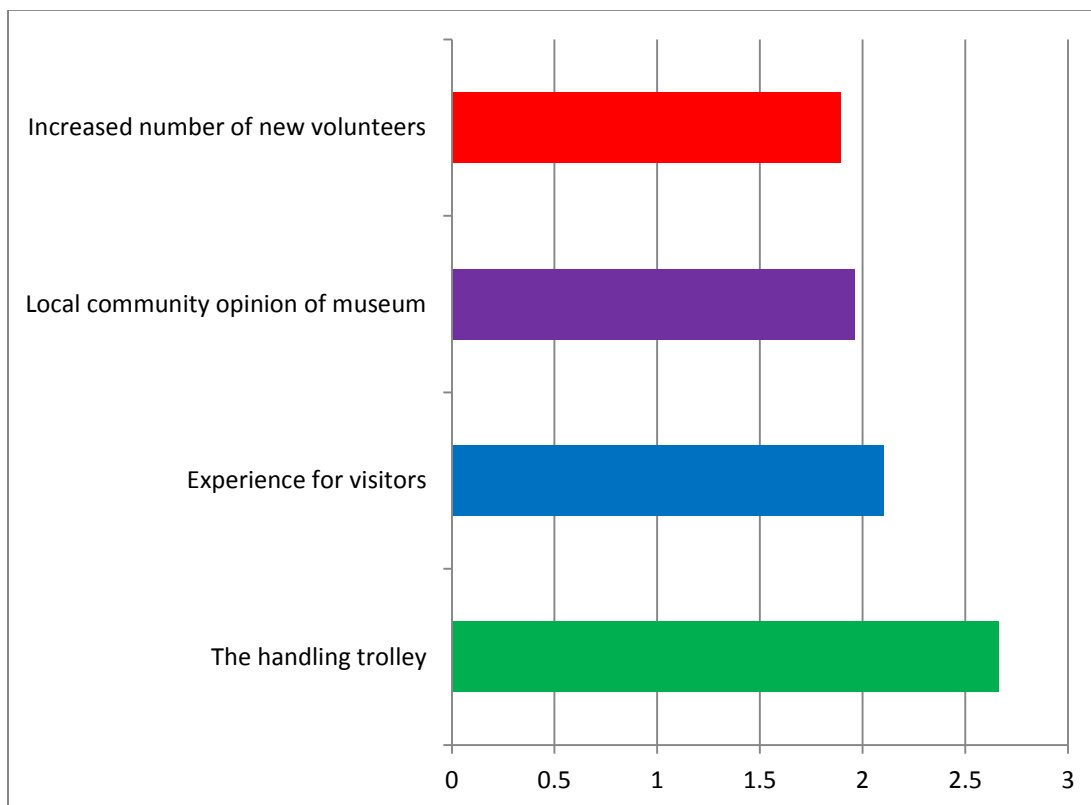


Figure 13: If you answered yes to Q9, in what ways do you think the HMP has improved/ will improve LTM? Rank the following in order of importance from 1 to 4, 1 being the most important and 4 being the least important (Rating Average).

Table 17: Other responses

Number	If there are any other ways you think HMP will improve LTM, please list them below.
1	The impact on customers should be for them to see 'more of the same' as it were - the fact that volunteers or museum activities are coming from a different part of the wider community shouldn't impact the [standard] and professionalism with which they are delivered to the visitors although it might bring different [perspectives] to bear.
2	Always good to have new people interacting with the Museum to test the routine way we do things and see if they are still fit for purpose. Good to get an honest 'first impressions' view.
3	unsure
4	N/A
5	[Experience] for the staff with working with new [people]
6	By being a more reflective and participatory [organization], by having a solid model of practice to build future programmes around (in the same way that HMP is based on lessons from Stories of the World).
7	New/ Repeat visitors
8	Although I don't think LTM necessarily needs to increase the number of volunteers I hope that the HMP will begin a process of volunteer diversification, bringing different skills and perspectives to the Museum.

Table 18: Do you think programmes like the HMP are worth the necessary investment of time and money for the sponsoring museums?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think programmes like the HMP are worth the necessary investment of time and money for the sponsoring museums?		
Answer Options	Response Percent	Response Count
Yes	68.4%	39
No	1.8%	1
Unsure	29.8%	17
<i>answered question</i>		57
<i>skipped question</i>		2

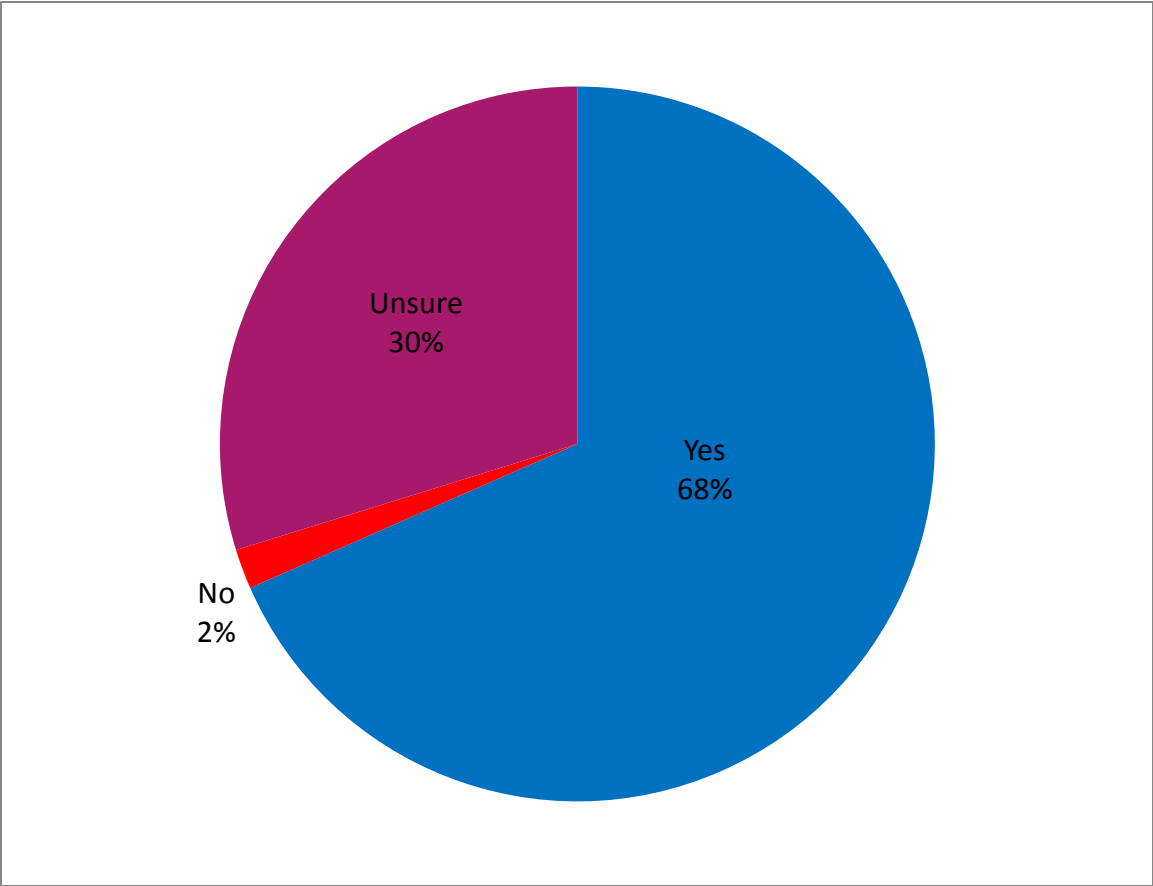


Figure 14: Do you think programmes like the HMP are worth the necessary investment of time and money for the sponsoring museums?

Table 19: Do you think that LTM should host similar projects that promote social sustainability and wellbeing in the future?

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think that LTM should host similar projects that promote social sustainability and wellbeing in the future?		
Answer Options	Response Percent	Response Count
Yes	84.2%	48
No	0.0%	0
Unsure	15.8%	9
Why or why not?		17
<i>answered question</i>		57
<i>skipped question</i>		2

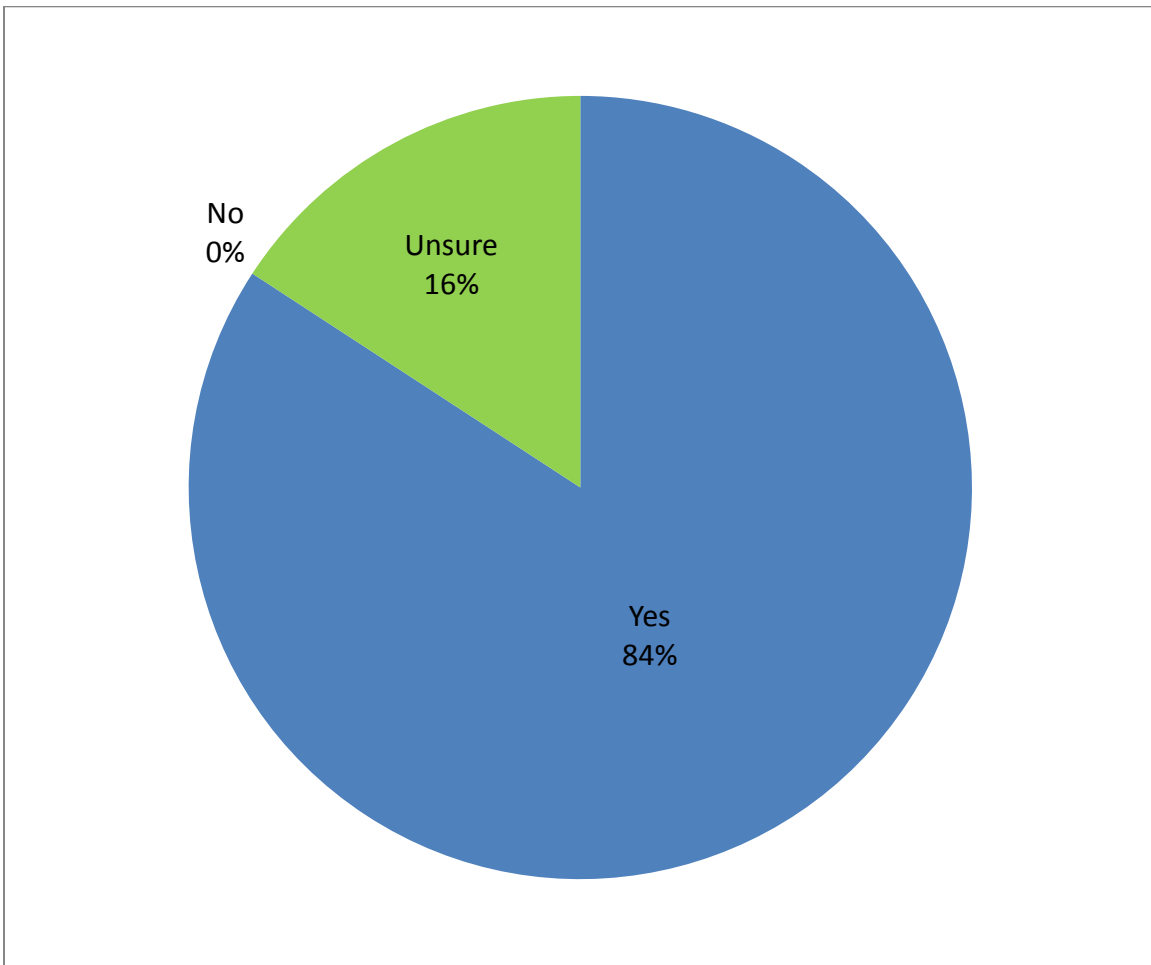


Figure 15: Do you think that LTM should host similar projects that promote social sustainability and wellbeing in the future?

Table 20: Other responses

Number	Why or why not?
1	This is an [obvious] step for the museum, and an excellent use of [the] collection and resources.
2	Yes but I am concerned about the costs. I would like to think that we can attract a range of similar [projects] and thus create economies of scale in the deliverables
3	[Difficult] to answer question 11 when [don't] know how much time and money is spent on it.
4	(for 11: [I] don't really know how much time [and] money they use) [I'd] like to say we should, but aware that these kinds of projects don't come with much funding
5	Definitely a good thing to do, so the Museum doesn't get too inward looking - keeps us on our toes!
6	It's important that LTM invest in such programmes. There is a wealth of knowledge out there which we should be [utilizing] to enhance the visitor experience.
7	The subject will always be on the agenda
8	Definitely but better planning in consultation with all museum departments needs to take place at the funding application stage so everyone is aware of what they're signed up for
9	Because it fulfills a museum's role in society creating understanding
10	Purely a resource issue- [I] agree with the principle but recognize the huge level of staff time required and feel to do these projects half-heartedly can be negative for everyone involved
11	Because the conversation about sustainable societies should obviously happen in the places were society thinks about its past and what can be 'sustained' i.e. museums! Museums should enrich lives, and that's another way of saying 'increase well-being'.
12	[If] tied back to resolving all support services; disbenefits a lot of community projects; [word illegible] museum resources as volunteering [survey is illegible after this point]
13	If we can help we should :)
14	Spread the love!
15	Sounds like a good idea!
16	Every person who lives in/around London, whatever the age, will have a link/memory of something in LTM, it is a huge part of London heritage
17	The Museum has a [responsibility] to the community that it resides in. By being part of a more socially sustainably community means [their] Museum will have stronger advocacy from within the community.

Table 21: Do you think the HMP should be changed in any way? Mark all that apply.

Anonymous LTM Happy Museum Project (HMP) Feedback Survey		
Do you think the HMP should be changed in any way? Mark all that apply.		
Answer Options	Response Percent	Response Count
More HMP volunteers	36.4%	12
Fewer HMP volunteers	0.0%	0
More meeting times	3.0%	1
Fewer meeting times	6.1%	2
More LTM staff/HMP volunteer interaction	87.9%	29
Less LTM staff/HMP volunteer interaction	0.0%	0
Other (please specify)		9
<i>answered question</i>		33
<i>skipped question</i>		26

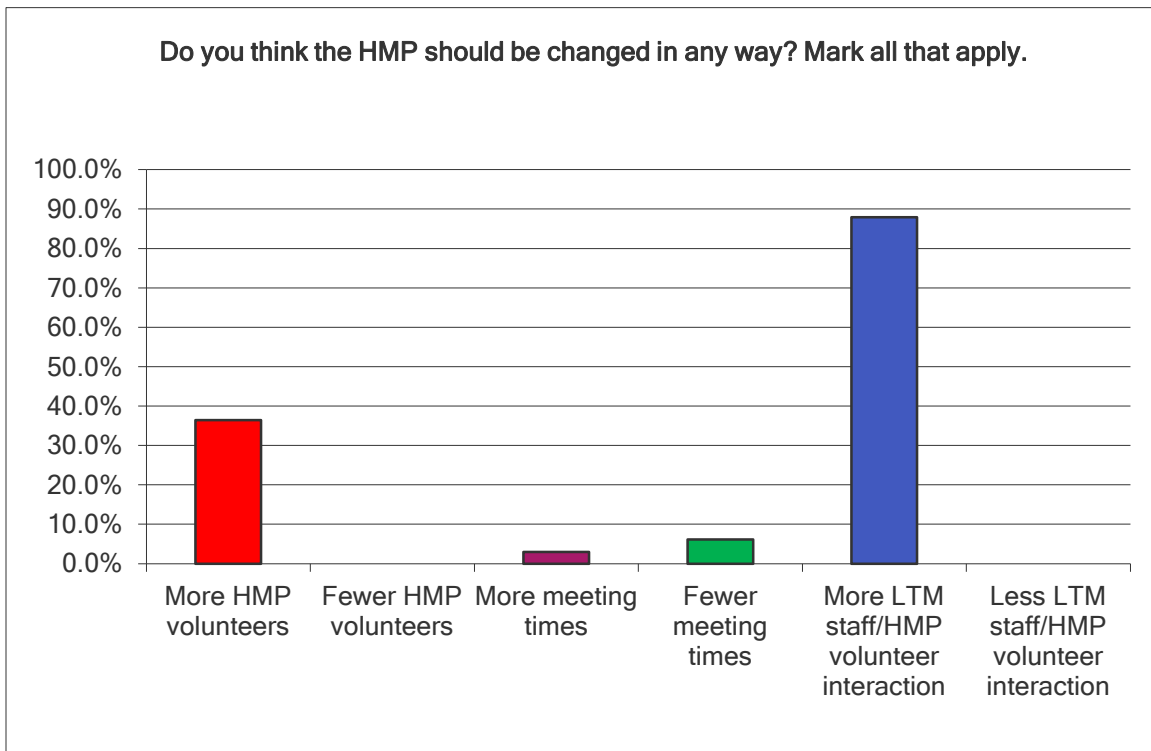


Figure 16: Do you think the HMP should be changed in any way? Mark all that apply.

Table 22: Other responses

Number	Other (please specify)
1	[Don't] know enough about it to comment
2	[No idea] I don't know what the project is about
3	Sorry - don't know enough about how it is working to express an opinion. I do expect to have more interaction as we go along though.
4	Not sure
5	N/A
6	No!
7	More volunteers over time by reiterating the programme I mean.
8	Not enough knowledge to comment
9	I'm holding [judgment] for the time being!

Table 23: If you have any hopes or concerns for the HMP, please share them below.

Anonymous LTM Happy Museum Project (HMP) Feedback Survey	
If you have any hopes or concerns for the HMP, please share them below.	
Answer Options	Response Count
	12
<i>answered question</i>	12
<i>skipped question</i>	47

Table 24: Other responses

Number	Response Text
1	Question 3 didn't allow for an answer that said - only one direct involvement so far, but may well have more as the project progresses.
2	N/A
3	[I'm] really sorry that my answers are useless but I [don't] know really what it is that you are doing, I have had no involvement with you so far and [haven't] seen any of the work you're doing so [I'm] not sure how to comment on a lot of the above. Maybe getting your message out there about what [you're] doing more would be my advice. All the best.
4	It would be good if HMP volunteers have a session with the Visitor Services team. At the LTM we tend to work very closely together with the volunteers so it would be beneficial for both to get some interaction/training/induction etc.!!
5	:-)
6	I hope that we will be able to sustain projects and relationships with the HMP volunteers on a longer term basis and continue to include a broader range of our communities in the future
7	Just as above palling all departments commitments before agreeing with funders its taking up a lot of staff resource
8	May it live long and prosper
9	I am slightly concerned about the sustainability of the project given that the key person working on this is on a fixed term contract and due to leave
10	That it will be a passing, minor project, and not seen as important as it is within the wider context of the Museum's enterprising future.
1	I hope to see HMP grow and develop and become an integral part of LTM
12	I'm concerned that lack of staff from July 2012 puts delivery of the 2nd and 3rd stages of the project at very high risk.

Appendix D: LTM Anonymous Volunteer Survey: Non-HMP volunteers

We are a group of students from America working with Hannah Guthrie to evaluate the Happy Museum Project at London Transport Museum. We are interested in finding out more about the current volunteering program at LTM and the benefits people gain from volunteering.

We would really appreciate it if you could complete our brief survey. A link is provided below. If an online survey is not convenient, we can provide paper copies at LTM – just respond to this email. This survey is completely anonymous and no survey responses will be linked to particular individuals.

Information from LTM volunteers is very important to us and our project. We appreciate your honesty and your time.

1. How long have you been volunteering at LTM?

0-6 months

6 months-1 year

1-3 years

3-5 years

5-10 years

Over 10 years

2. How often do you volunteer at LTM?

Only for specific projects

Once a month

Once every 2 weeks

Once a week

2-3 times a week

Other: _____

3. How long did you volunteer at LTM before you felt part of the museum in a meaningful way?

0-3 months

3-6 months

6-12 months

Over a year

I don't feel part of the museum in a meaningful way.

Other: _____

4. What is your level of involvement with LTM staff when you volunteer at the museum?

Constant involvement

Frequent involvement

Occasional involvement

Little involvement

No involvement

5. What tasks/ projects do you typically complete while volunteering at LTM?

6. Why did you choose to volunteer at a museum as opposed to another location? Mark all that apply.

I volunteer at other locations

I like the museum environment

I like working behind the scenes of museums

I like working with artifacts

I like working in a scholarly environment

Other: _____

7. What was your motivation for deciding to volunteer at LTM? Mark all that apply.

Relax (volunteer as a leisure activity)

Meet new people

Give back to LTM

Give back to the community

A specific programme interested me

Learn work skills

Have fun

Need to fulfill a volunteer requirement

Other

8. Why did you choose to join the volunteer programme at LTM as opposed to other museums? Mark all that apply.

Learn about transport history

Wanted to share preexisting knowledge of transport

Interested in transport/transport history

Better programme than other locations

More flexible work hours

Offer long term volunteer opportunities

Already knew people at LTM

A friend/family member recommended it

Convenient location

Other: _____

9. Why do you continue to volunteer at LTM? Mark all that apply.

Relaxing

Worthwhile use of my time

Enjoying meeting new people/making new friends

Enjoy working with other volunteers

Learning work skills

Having fun

Enjoying giving back to the community

Enjoying giving back to LTM

Fulfilling a volunteering requirement

Other: _____

10. What have you gained by volunteering at LTM? Mark all that apply.

Self-confidence

Self-esteem

Rewarding/self-fulfillment

Fulfill volunteering requirements

Other: _____

11. Do you feel that you have gained meaningful work experience by volunteering at LTM?

Yes

No

Comments (Optional): _____

12. If you answered yes, what work skills have you learned/improved upon? Mark all that apply.

Interpersonal skills

IT/computer skills

Research skills

Time management

Money management

Organization

Other

13. How interested are you in working to integrate new volunteers into LTM?

Extremely interested

Interested

Not bothered

Uninterested

I am opposed to the idea of bringing in new volunteers

Comments (Optional): _____

14. Would you be interested in helping LTM integrate adults in vulnerable situations (homeless, abused, disabled etc.) into the museum as volunteers?

Yes

No

Unsure

Comments (Optional): _____

15. If you answered no to #14, can you please provide an explanation as to why?

16. Is there any advice you would give or insight you would like to pass on to a new volunteer?
-

Appendix E: LTM Anonymous Volunteer Survey Reasoning: Non-HMP volunteers

Question	Reasoning
How long have you been volunteering at LTM?	It was important to know how long an individual has been volunteering at LTM and how involved they have been in LTM's operations. This information gave context to their answers to questions asking what they have gained from volunteering at LTM and if they feel they have gained work experience. If an individual reported gaining few benefits from volunteering at LTM and had only been volunteering for a few months, it would have had less weight than a long-term volunteer reporting few benefits.
How often do you volunteer at LTM?	
How long did you volunteer at LTM before you felt part of the museum in a meaningful way?	This helped us determine how long, on average, it takes a new volunteer to feel comfortable working in the museum. This information was also used to determine if the HMP volunteers would likely have enough time to feel part of the museum in a meaningful way.
What is your level of involvement with LTM staff when you volunteer at the museum?	This information was important to gather in order to establish a baseline to compare with the level of staff involvement with the HMP volunteers.
What tasks/projects do you typically complete while volunteering at LTM?	This information helped us identify tasks that volunteers typically complete and which are most likely to teach work skills and therefore would be more appealing to St. Mungo's clients/adults in vulnerable situations.
Why did you choose to volunteer at a museum as opposed to another location? Mark all that apply.	This information was important to gather because we wanted to understand the benefits of volunteering in a museum setting. This provided us with information to develop a complete list of the benefits of volunteering at LTM and helped us determine what is special about volunteering at a museum as opposed to another type of location.

<p>What was your motivation for deciding to volunteer at LTM? Mark all that apply.</p>	<p>This information helped us determine if volunteers' experiences are meeting expectations and if these motivations are consistent with the HMP volunteers' motives for volunteering.</p>
<p>Why did you choose to join the volunteer programme at LTM as opposed to other museums? Mark all that apply.</p>	<p>This question will identify what factors influence people to volunteer at LTM as opposed to other museums. These responses will be useful in identifying the benefits of volunteering at LTM.</p>
<p>Why do you continue to volunteer at LTM? Mark all that apply.</p>	<p>This information was important because it also highlighted some of the benefits of volunteering at LTM and helped determine if volunteers' motivations for volunteering are being met by their experiences at LTM.</p>
<p>What have you gained by volunteering at LTM? Mark all that apply.</p>	<p>This information was important to gather because it helped determine the benefits of volunteering at LTM and was used as a baseline for comparison with the HMP volunteers' responses.</p>
<p>Do you feel that you have gained meaningful work experience by volunteering at LTM? Comments (Optional)</p>	<p>This information was used to determine if volunteers felt they gained work skills from volunteering at LTM. This is one of the main factors that would/does attract St. Mungo's clients and/or adults in vulnerable situations to volunteer at LTM. Collecting this information helped us determine if programs like the HMP are beneficial to those involved.</p>
<p>If you answered yes, what work skills have you learned/improved upon? Mark all that apply. Other (please specify)</p>	
<p>How interested are you in working to integrate new volunteers into LTM? Comments (Optional)</p>	<p>This information helped us determine if current non-HMP volunteers are open to the idea of new volunteers. The more open they are to the idea of new volunteers the easier it will be for LTM to integrate vulnerable adults into their current volunteer programs.</p>
<p>Would you be interested in helping LTM integrate adults in vulnerable situations (homeless, abused, disabled, etc.) into the museum as volunteers? Comments (Optional)</p>	<p>This information helped us to determine which volunteers are more willing to help integrate vulnerable adults into the museum as volunteers.</p>

<p>If you answered no to #14, can you please provide an explanation as to why?</p>	<p>This gave us insight into what factors deter people from helping integrate vulnerable adults, which could include not feeling comfortable, not feeling qualified to work with vulnerable adults, lack of interest, etc.</p>
<p>Is there any advice you would give or insight you would like to pass on to a new volunteer?</p>	<p>This gave us insight on important things to include in our deliverable outlining the benefits of volunteering at LTM.</p>

Appendix F: LTM Anonymous Volunteer Survey Results: Non-HMP volunteers

Table 25: How long have you been volunteering at LTM?

LTM Anonymous Volunteer Survey		
How long have you been volunteering at LTM?		
Answer Options	Response Percent	Response Count
0-6 months	2.9%	1
6 months-1 year	0.0%	0
1-3 years	35.3%	12
3-5 years	23.5%	8
5-10 years	17.6%	6
Over 10 years	20.6%	7
<i>answered question</i>		34
<i>skipped question</i>		0

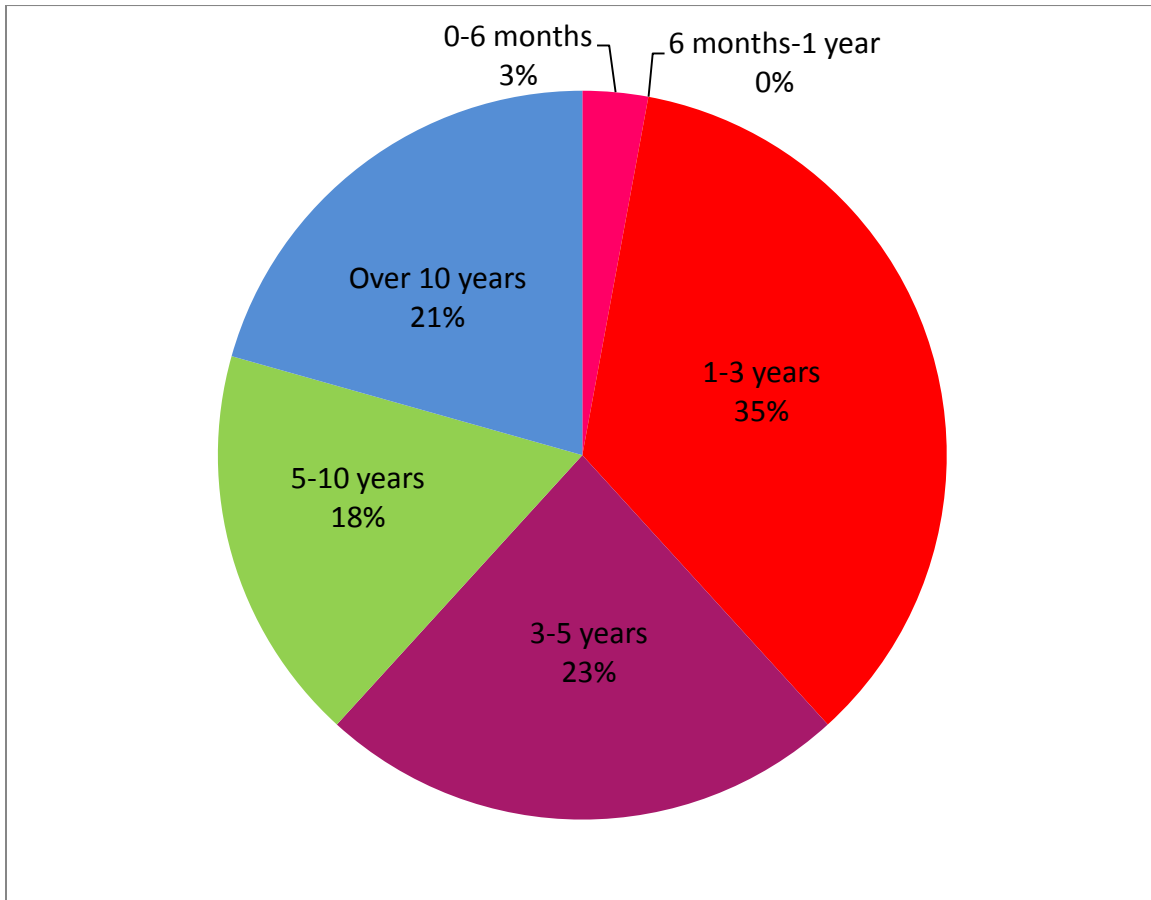


Figure 17: How long have you been volunteering at LTM?

Table 26: How often do you volunteer at LTM?

LTM Anonymous Volunteer Survey		
How often do you volunteer at LTM?		
Answer Options	Response Percent	Response Count
Only for specific projects	59.3%	16
Once a month	18.5%	5
Once every 2 weeks	3.7%	1
Once a week	11.1%	3
2-3 times a week	7.4%	2
Other (please specify)		12
<i>answered question</i>		27
<i>skipped question</i>		7

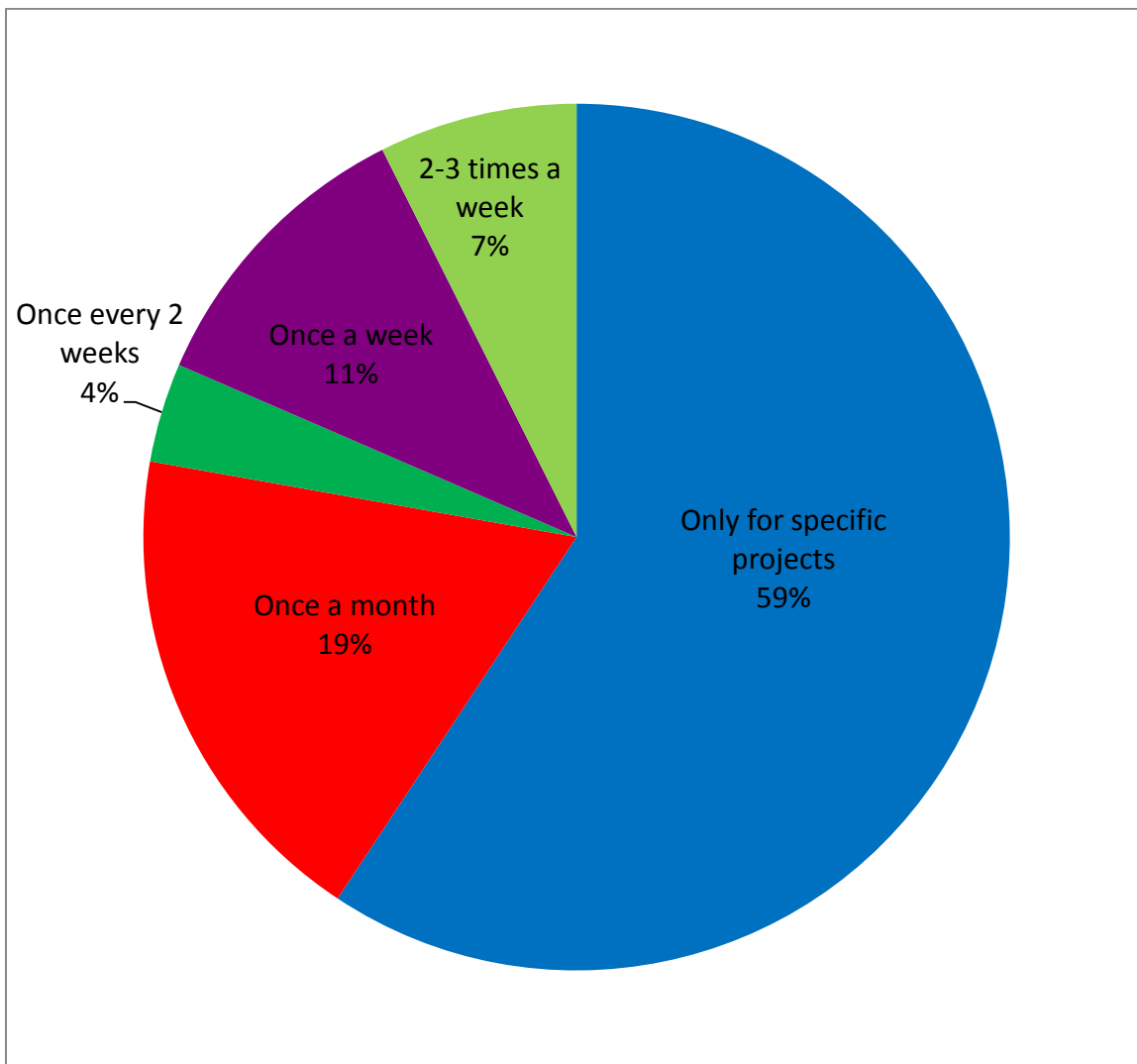


Figure 18: How often do you volunteer at LTM?

Table 27: Other responses

Number	Other (please specify)
1	I lead quite a busy life and am not in a position to volunteer frequently or on a regular (e.g. weekly) basis.
2	Irregular, averaging once a month
3	As need for my services arises - about average of once every other month
4	I do not
5	It varies on my [availability]
6	[Once a week] Plus Depot Open Days & some special projects
7	Help at least once a month at the AMR [Acton Miniature Railway]

Table 28: How long did you volunteer at LTM before you felt part of the museum in a meaningful way?

LTM Anonymous Volunteer Survey		
How long did you volunteer at LTM before you felt part of the museum in a meaningful way?		
Answer Options	Response Percent	Response Count
0-3 months	58.8%	20
3-6 months	20.6%	7
6-12 months	8.8%	3
Over a year	5.9%	2
I don't feel part of the museum in a meaningful way.	5.9%	2
Other (please specify)		2
<i>answered question</i>		34
<i>skipped question</i>		0

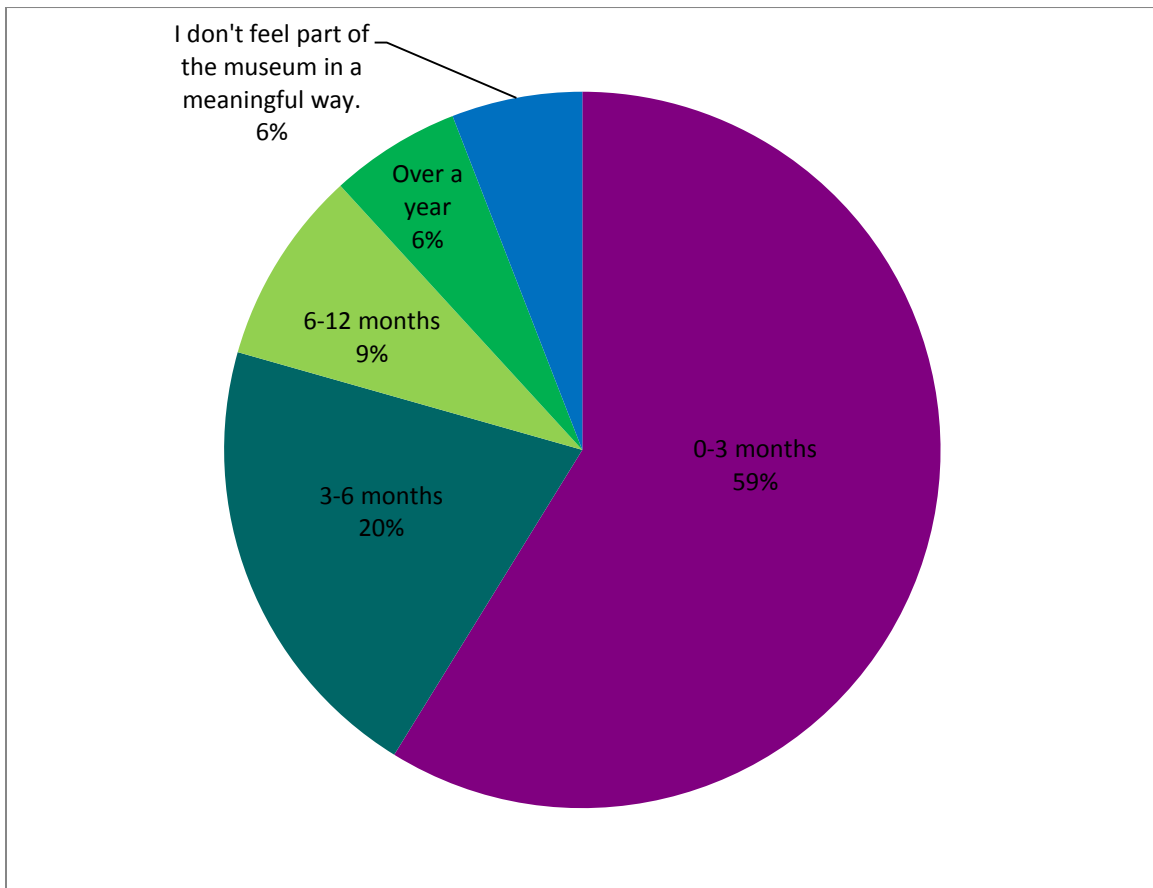


Figure 19: How long did you volunteer at LTM before you felt part of the museum in a meaningful way?

Table 29: Other responses

Number	Other (please specify)
1	My involvement is not sufficiently frequent for me to feel part of a team - I tend to meet different volunteers each time!
2	Occasionally individuals are not welcoming but the vast majority are

Table 30: What is your level of involvement with LTM staff when you volunteer at the museum?

LTM Anonymous Volunteer Survey		
What is your level of involvement with LTM staff when you volunteer at the museum?		
Answer Options	Response Percent	Response Count
Constant involvement	17.6%	6
Frequent involvement	41.2%	14
Occasional involvement	26.5%	9
Little involvement	11.8%	4
No involvement	2.9%	1
<i>answered question</i>		34
<i>skipped question</i>		0

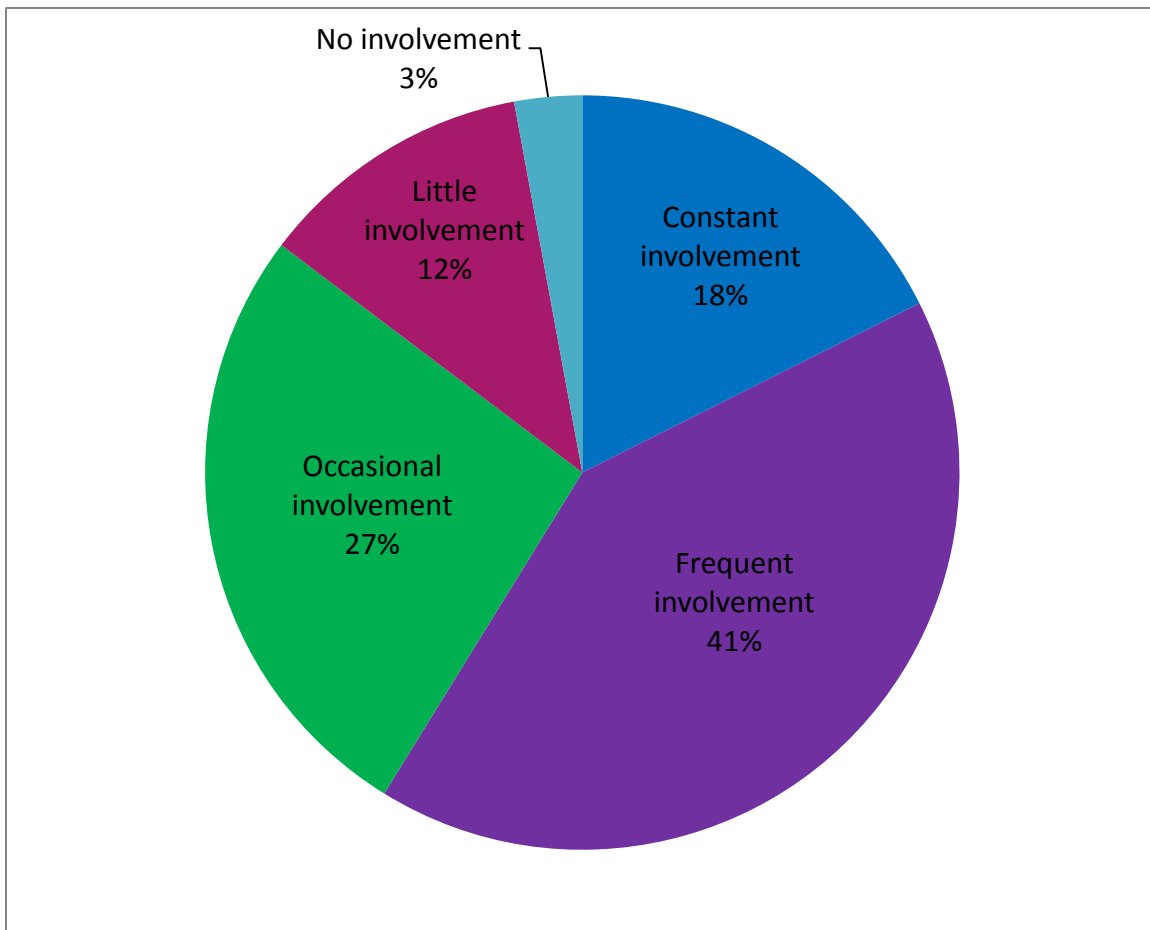


Figure 20: What is your level of involvement with LTM staff when you volunteer at the museum?

Table 31: What tasks/projects do you typically complete while volunteering at LTM?

LTM Anonymous Volunteer Survey	
What tasks/ projects do you typically complete while volunteering at LTM?	
Answer Options	Response Count
	34
<i>answered question</i>	34
<i>skipped question</i>	0

Table 32: Open-ended responses

Number	Response Text
1	Guided public tours of the Acton Museum Depot (which is what I volunteered for)
2	Technical restoration of ex-LU [signaling] equipment
3	Helping on the LTMF stall at Acton open days or bus conducting at the same event.
4	Restoring old [signaling] equipment
5	Object Handling trolley
6	Transcribing oral history tapes
7	[Bus] conductor duties, object handling & membership recruitment
8	Curatorial projects
9	Selling ephemera on eBay
10	Identifying items that could be added to the Museum's Collection. Raising money for the LTM Friends, which is then given back to the Museum in the form of "grants" for conservation and restoration projects.
11	Helped collect views for exhibitions and raise awareness about the museum at a festival for teenagers.
12	"Hands On" or Guiding (mainly at the Depot)
13	Handling trolley and [special] event days
14	Scanning photos/ posters etc., entering items onto the [museum's] website
15	Cleaning vehicles, attaching signs to walls (Acton in the past), some on-screen work (Acton), "Tickets Please" (LTM and Acton) & general duties Acton open days.
16	Restoring and consulting on some of the exhibits
17	Guiding the public around the Depot/Event on open days. Also I [sometimes] undertake practical work at the Depot etc.
18	Auditing poster collection, helping for preparation of objects for loans, including photographs, condition notes, wrapping and [labeling], packing in archive box and sealing, attaching list to box with objects ticked off, and updating locations on museum database with exit-form number. Handled objects in front of visitors at Open Days and holidays. Giving a talk during opening of [Aldwych] Tube Station.
19	Ephemera project and Friend's Sales Stand at open weekends
20	Handling Trolley, stewarding at Acton
21	Acton Miniature Railway
22	I guide for poster and art room and general depot tour, so completion means for me a tour undertaken
23	Maintenance and staffing of the Acton Miniature Railway and other specialist projects such as staffing of the Aldwych tube station tours.
24	Cataloguing and scanning photos, currently. Have done other computer related work previously
25	Customer service/Interaction/Entertainment

26	Tour Guide/Object Handling
27	Guiding, stewarding and occasional public speaking to groups.
28	Route recording, vehicle restoration advice, adviser on model buses commissioned for the shop, destination blind and fare table matters with bus fleet, conducting on [heritage] buses, qualified oral history interviewer, Transport author and historian.
29	Project management
30	Assistant Membership Secretary Helping on Friend's stall at Depot Open Days
31	Stewarding at open days. Artifacts conservation and [digitization]. Database maintenance
32	Volunteer Administrator
33	Help at least once a month at the AMR
34	Acton Miniature Railway (train driving during open weekends, track maintenance etc. at other times)

Table 33: Why did you choose to volunteer at a museum as opposed to another location? Mark all that apply.

LTM Anonymous Volunteer Survey		
Why did you choose to volunteer at a museum as opposed to another location? Mark all that apply.		
Answer Options	Response Percent	Response Count
I volunteer at other locations	42.3%	11
I like the museum environment	65.4%	17
I like working behind the scenes of museums	42.3%	11
I like working with artifacts	42.3%	11
I like working in a scholarly environment	15.4%	4
Other (please specify)		11
<i>answered question</i>		26
<i>skipped question</i>		8

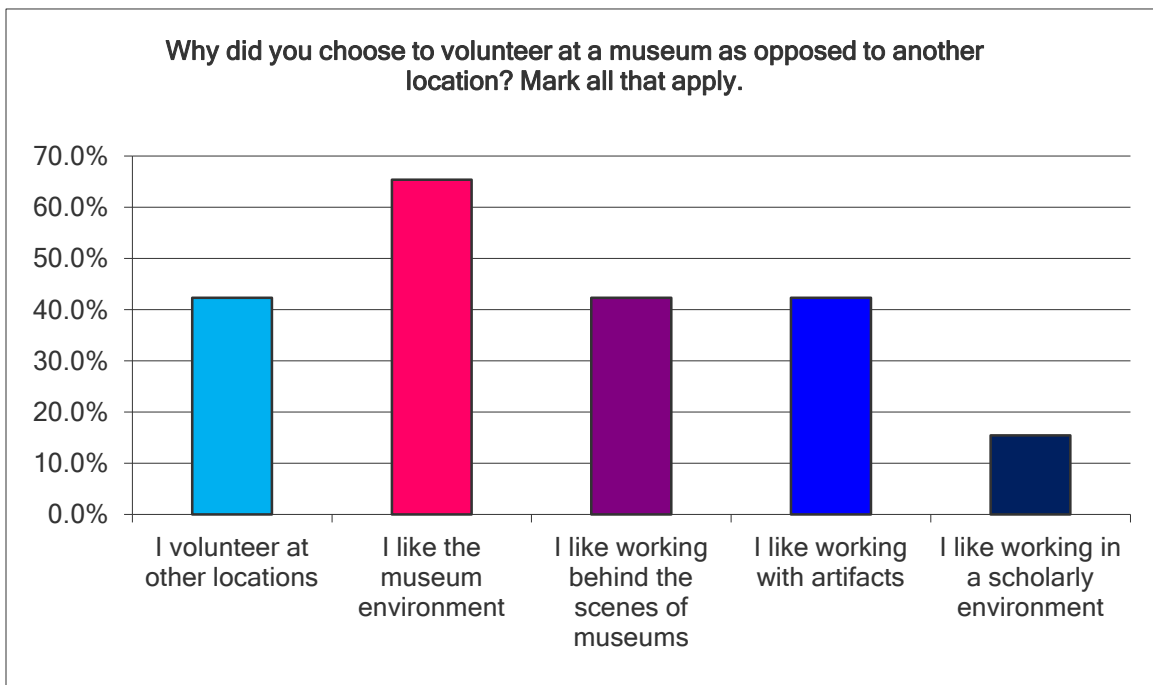


Figure 21: Why did you choose to volunteer at a museum as opposed to another location? Mark all that apply.

Table 34: Other responses

Number	Other (please specify)
1	The Depot is close to home and I have an interest in the history of transport in London
2	Because it allowed me to improve my CV through training and experience.
3	It was a good way I could contribute despite not living in London.
4	Involved with project linking my local museum with LTM.
5	I worked for 30 years with LT and am interested in public transport history in London
6	I am familiar with and have previously worked on the exhibits (before they were museumised).
7	Specifically their Acton Miniature Railway, but I also volunteer with other [organizations]
8	Just from work [experience] decided not to leave
9	Professional transport manager entire working life with London Transport Board and its [successors].
10	I am interested in London transport
11	London Transport is a major hobby of mine so it is a good way to get involved

Table 35: What was your motivation for deciding to volunteer at LTM? Mark all that apply.

LTM Anonymous Volunteer Survey		
What was your motivation for deciding to volunteer at LTM? Mark all that apply.		
Answer Options	Response Percent	Response Count
Relax (volunteer as a leisure activity)	41.9%	13
Meet new people	48.4%	15
Give back to LTM	51.6%	16
Give back to the community	25.8%	8
A specific programme interested me	51.6%	16
Learn work skills	19.4%	6
Have fun	51.6%	16
Need to fulfill a volunteer requirement	19.4%	6
Other (please specify)		10
<i>answered question</i>		31
<i>skipped question</i>		3

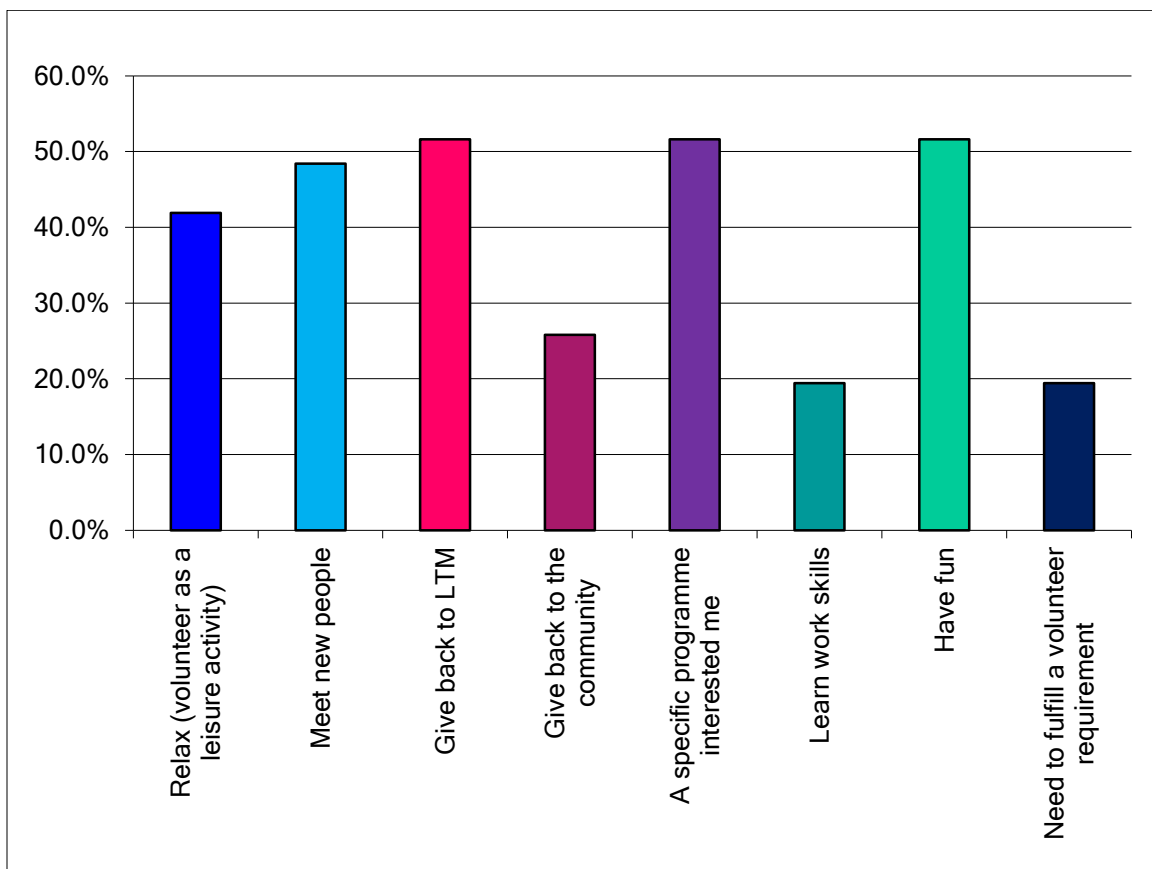


Figure 22: What was your motivation for deciding to volunteer at LTM? Mark all that apply.

Table 36: Other responses

Number	Other (please specify)
1	I'm interested in London's transport and can offer specialist assistance in the [signaling] projects.
2	A lifelong interest in transportation, railways and related subjects.
3	Keen to support LTM
4	Also as in 6 [I am familiar with and have previously worked on the exhibits (before they were museumised)].
5	To know more about the functions of a museum behind the scenes.
6	Allows me to further my own interest in transport and social history and poster history
7	I wanted to feel useful to a worthwhile [organization]
8	To raise the knowledge base.
9	Ditto plus retirement [I like the museum environment, I am interested in London transport]
10	Occupy some spare time.

Table 37: Why did you choose to join the volunteer programme at LTM as opposed to other museums?
Mark all that apply.

LTM Anonymous Volunteer Survey		
Why did you choose to join the volunteer programme at LTM as opposed to other museums? Mark all that apply.		
Answer Options	Response Percent	Response Count
Learn about transport history	43.8%	14
Wanted to share preexisting knowledge of transport	59.4%	19
Interested in transport/transport history	87.5%	28
Better programme than other locations	3.1%	1
More flexible work hours	6.3%	2
Offer long term volunteer opportunities	12.5%	4
Already knew people at LTM	53.1%	17
A friend/family member recommended it	12.5%	4
Convenient location	28.1%	9
Other (please specify)		6
<i>answered question</i>		32
<i>skipped question</i>		2

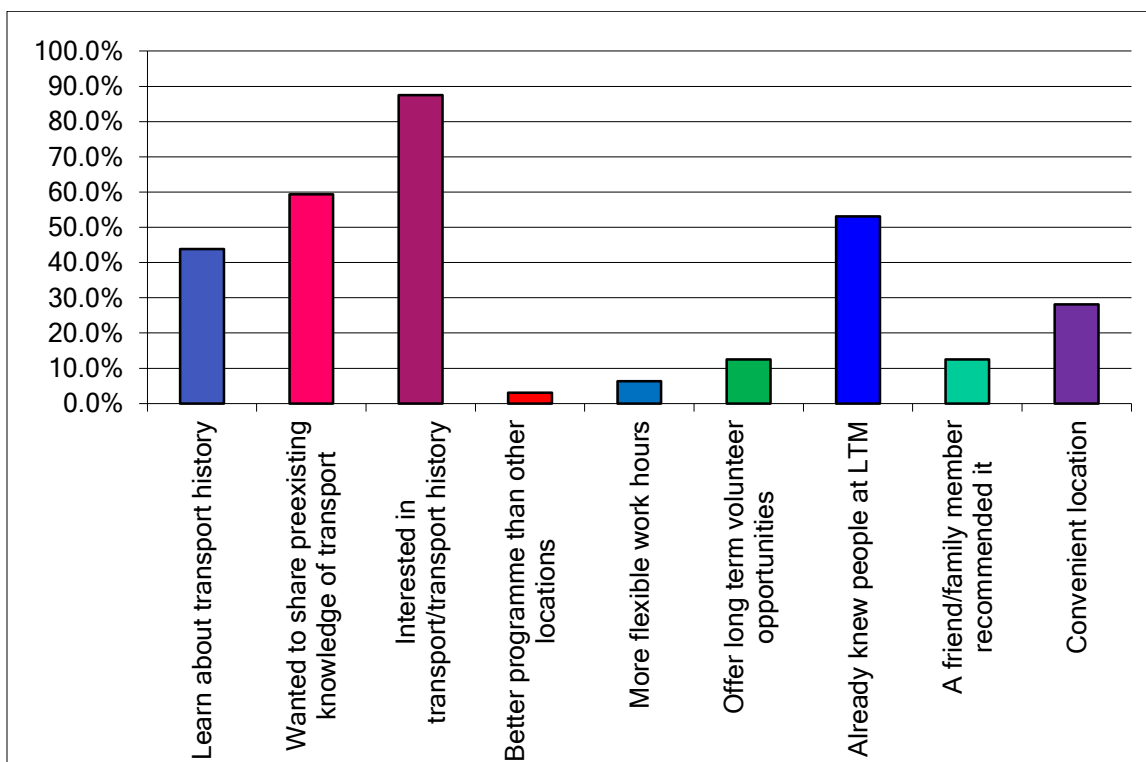


Figure 23: Why did you choose to join the volunteer programme at LTM as opposed to other museums?
Mark all that apply.

Table 38: Other responses

Number	Other (please specify)
1	I am a former employee of LT and a member of the [Museum] Friends
2	A professional mentor recommended me to the LTM.
3	As 6 [I am familiar with and have previously worked on the exhibits (before they were museumised).]
4	By Invitation from the Museum Friends
5	there was no competition with any other museum so not a helpful question
6	Ex LTM Employee

Table 39: Why do you continue to volunteer at LTM? Mark all that apply.

LTM Anonymous Volunteer Survey		
Why do you continue to volunteer at LTM? Mark all that apply.		
Answer Options	Response Percent	Response Count
Relaxing	29.4%	10
Worthwhile use of my time	88.2%	30
Enjoying meeting new people/making new friends	44.1%	15
Enjoying working with other volunteers	64.7%	22
Learning work skills	23.5%	8
Having fun	55.9%	19
Enjoying giving back to the community	41.2%	14
Enjoying giving back to LTM	55.9%	19
Fulfilling a volunteering requirement	20.6%	7
Other (please specify)		4
<i>answered question</i>		34
<i>skipped question</i>		0

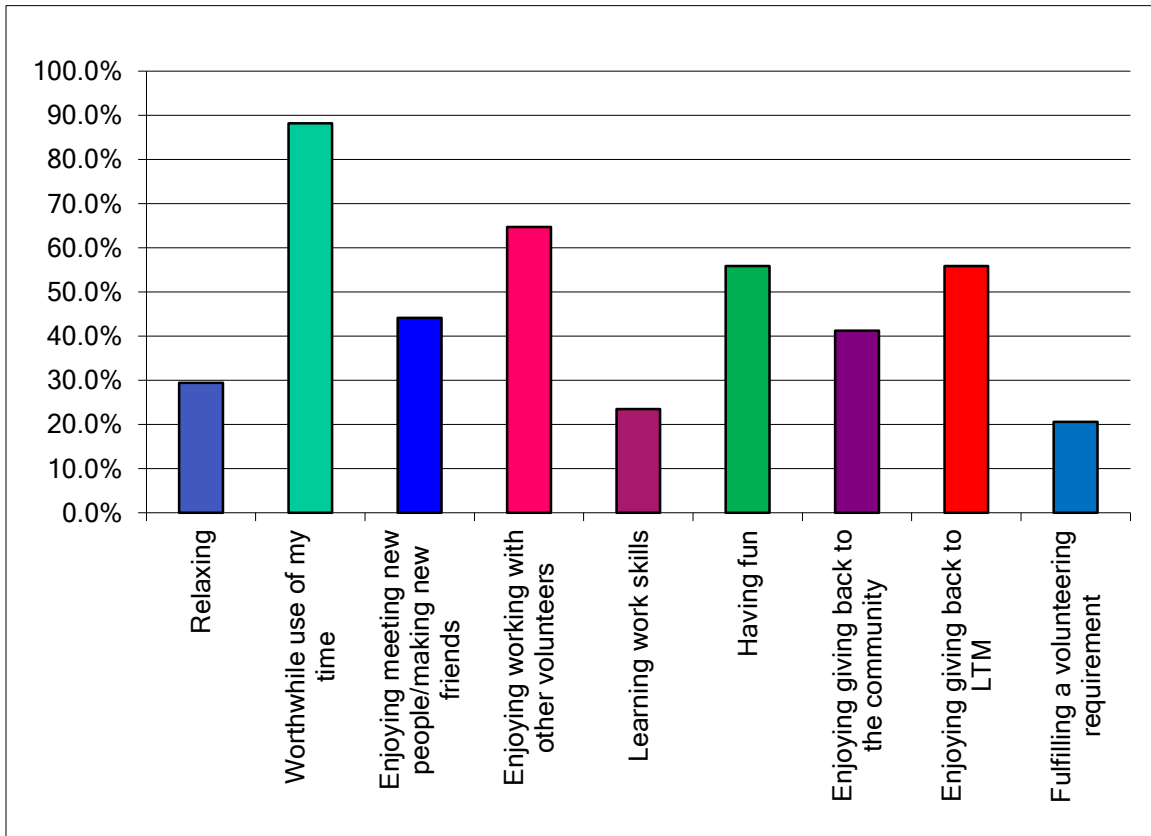


Figure 24: Why do you continue to volunteer at LTM? Mark all that apply.

Table 40: Other responses

Number	Other (please specify)
1	Learning about specific London public transport history details
2	As 6 [I am familiar with and have previously worked on the exhibits (before they were museumised)].
3	Sharing my hobby
4	Furthering my knowledge and understanding the history of London's transport

Table 41: What have you gained by volunteering at LTM? Mark all that apply.

LTM Anonymous Volunteer Survey		
What have you gained by volunteering at LTM? Mark all that apply.		
Answer Options	Response Percent	Response Count
Self-confidence	39.3%	11
Self-esteem	17.9%	5
Rewarding/self-fulfillment	96.4%	27
Fulfill volunteering requirements	25.0%	7
Other (please specify)		6
<i>answered question</i>		28
<i>skipped question</i>		6

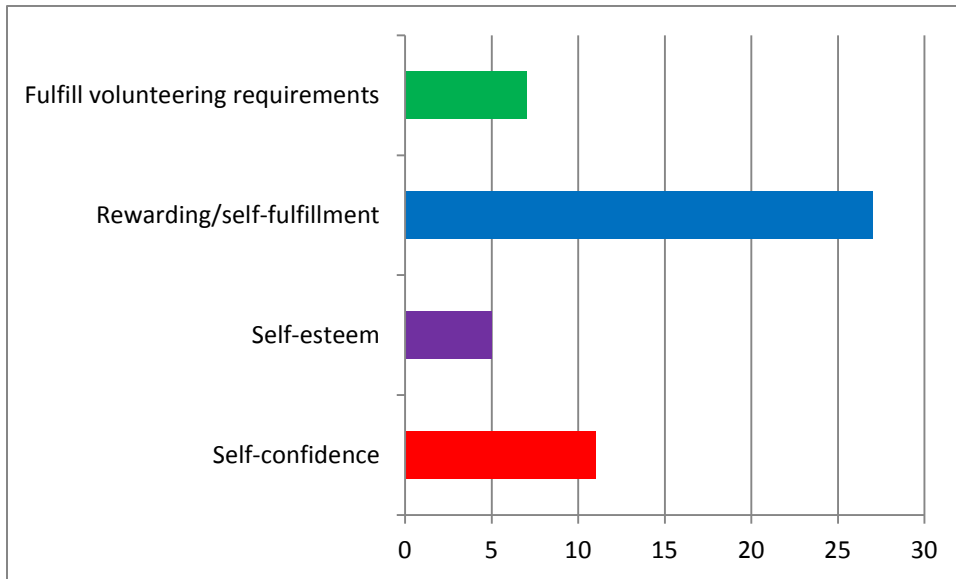


Figure 25: What have you gained by volunteering at LTM? Mark all that apply.

Table 42: Other responses

Number	Other (please specify)
1	Just having a bit of fun
2	New friends and a sense of trust that works both ways
3	Friendship/respect and Enjoyment
4	Instant feedback from members of the public
5	Wider experience of the subject matter - personal knowledge base expanded.
6	Chance to work with old colleagues

Table 43: Do you feel you have gained meaningful work experience by volunteering at LTM?

LTM Anonymous Volunteer Survey		
Do you feel that you have gained meaningful work experience by volunteering at LTM?		
Answer Options	Response Percent	Response Count
Yes	62.5%	20
No	37.5%	12
Comments (Optional)		8
<i>answered question</i>		32
<i>skipped question</i>		2

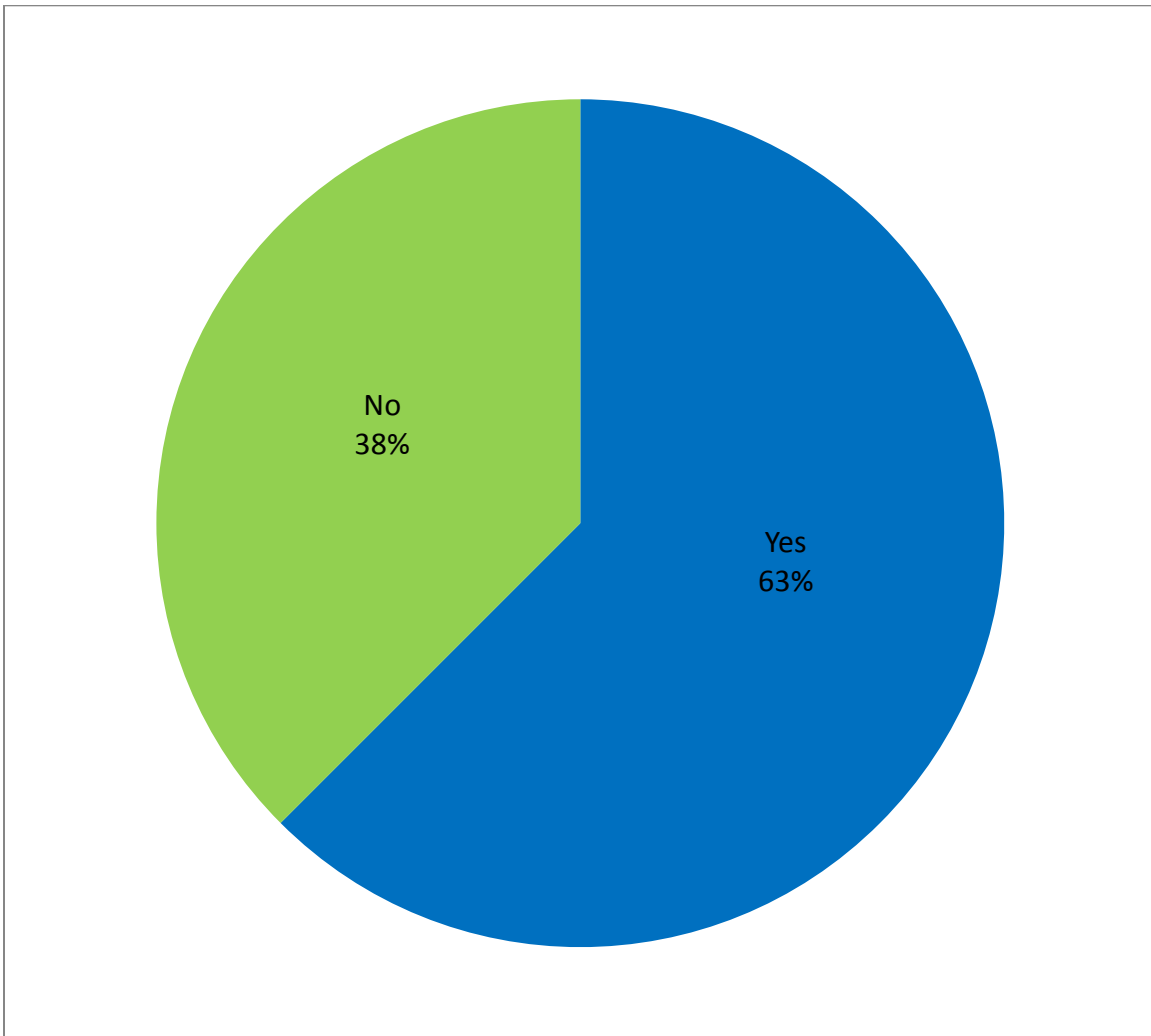


Figure 26: Do you feel you have gained meaningful work experience by volunteering at LTM?

Table 44: Other responses

Number	Comments (Optional)
1	[No] As I'm retired, I don't need more work experience!
2	[No] Because I am retired.
3	[No] As I only sell stuff on eBay, I am not developing any new skills per se.
4	Not applicable to me as I'm retired.
5	[Yes] It contributed towards getting my current F/T job
6	[No] no - as a retired person I am not seeking work experience
7	[No] I do not require work experience - meaningful or otherwise. As a former senior manager with LT I remain competent in all skills listed below.
8	[No] But at my current age of 65 work experience is of little value to me.

Table 45: If you answered yes, what work skills have you learned/improved upon? Mark all that apply.

LTM Anonymous Volunteer Survey		
If you answered yes, what work skills have you learned/improved upon? Mark all that apply.		
Answer Options	Response Percent	Response Count
Interpersonal skills	66.7%	12
IT/computer skills	33.3%	6
Research skills	16.7%	3
Time management	11.1%	2
Money management	0.0%	0
Organization	44.4%	8
Other (please specify)		7
<i>answered question</i>		18
<i>skipped question</i>		16

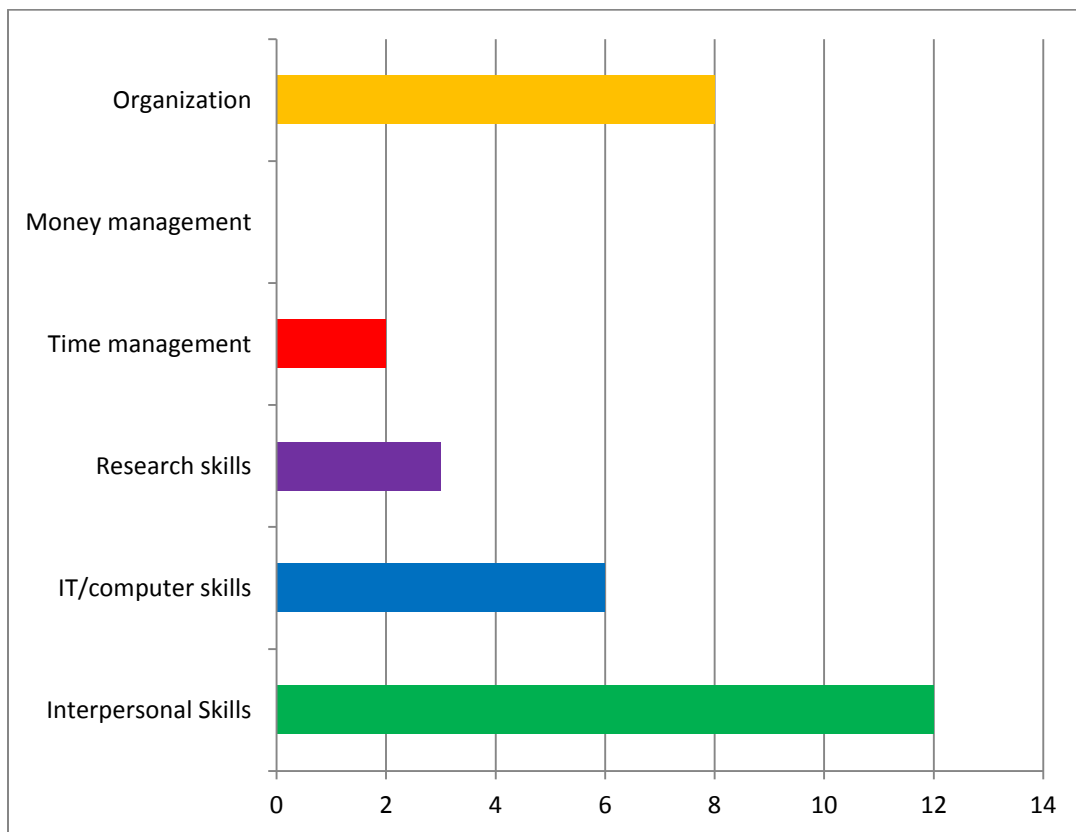


Figure 27: If you answered yes, what work skills have you learned/improved upon? Mark all that apply.

Table 46: Other responses

Number	Other (please specify)
1	A range of curatorial skills.
2	Again n/a
3	Some extra [knowledge] extra of various aspects of transport engineering.
4	Dealing with special needs, [favorably].
5	Knowledge of railway maintenance, signal maintenance and working on a railway.
6	ermm [Definite] [communication] skills
7	Public speaking skills

Table 47: How interested are you in working to integrate new volunteers into LTM?

LTM Anonymous Volunteer Survey		
How interested are you in working to integrate new volunteers into LTM?		
Answer Options	Response Percent	Response Count
Extremely interested	8.8%	3
Interested	55.9%	19
Not bothered	29.4%	10
Uninterested	5.9%	2
I am opposed to the idea of bringing in new volunteers.	0.0%	0
Comments (Optional)		0
<i>answered question</i>		34
<i>skipped question</i>		0

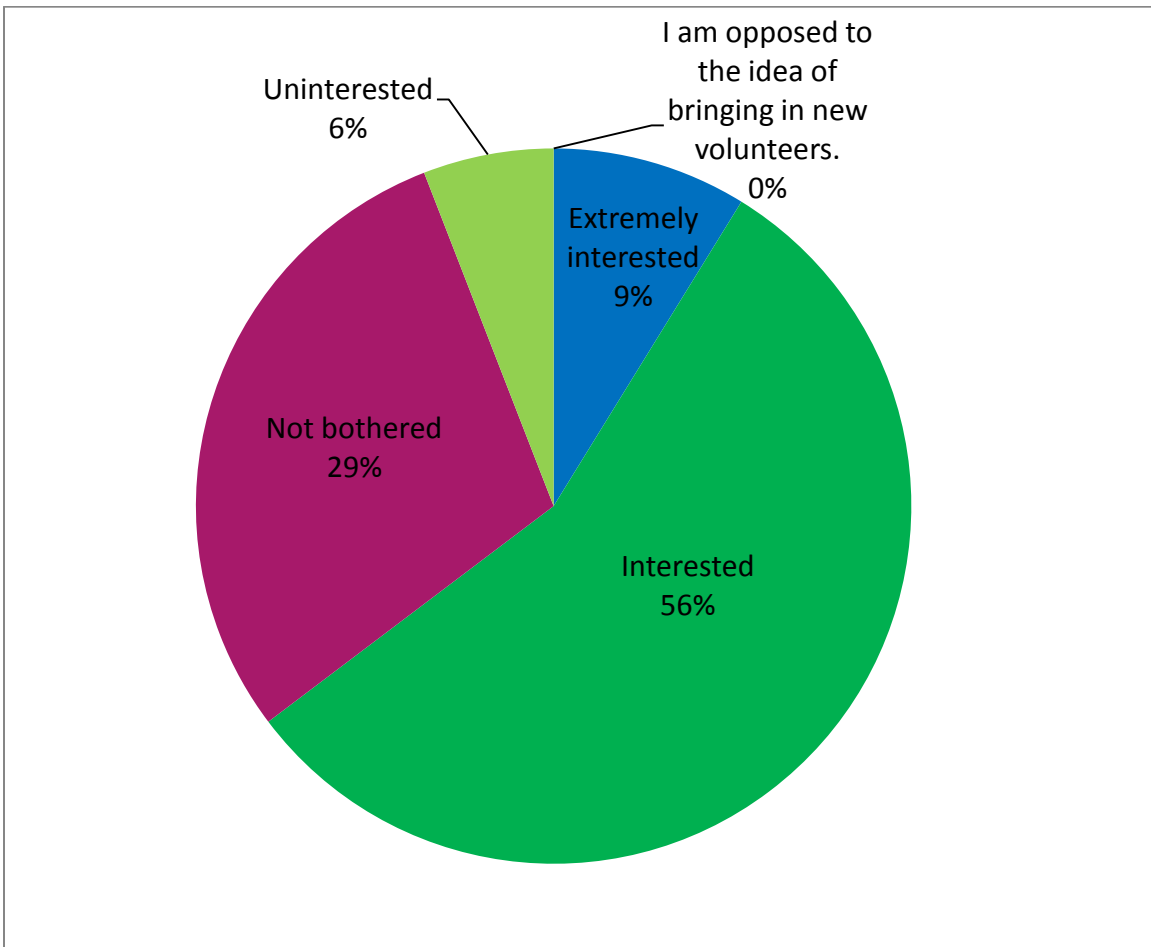


Figure 28: How interested are you in working to integrate new volunteers into LTM?

Table 48: Would you be interested in helping LTM integrate adults in vulnerable situations (homeless, abused, disabled, etc.) into the museum as volunteers?

LTM Anonymous Volunteer Survey		
Would you be interested in helping LTM integrate adults in vulnerable situations (homeless, abused, disabled, etc.) into the museum as volunteers?		
Answer Options	Response Percent	Response Count
Yes	35.3%	12
No	47.1%	16
Unsure	17.6%	6
Comments (Optional)		4
<i>answered question</i>		34
<i>skipped question</i>		0

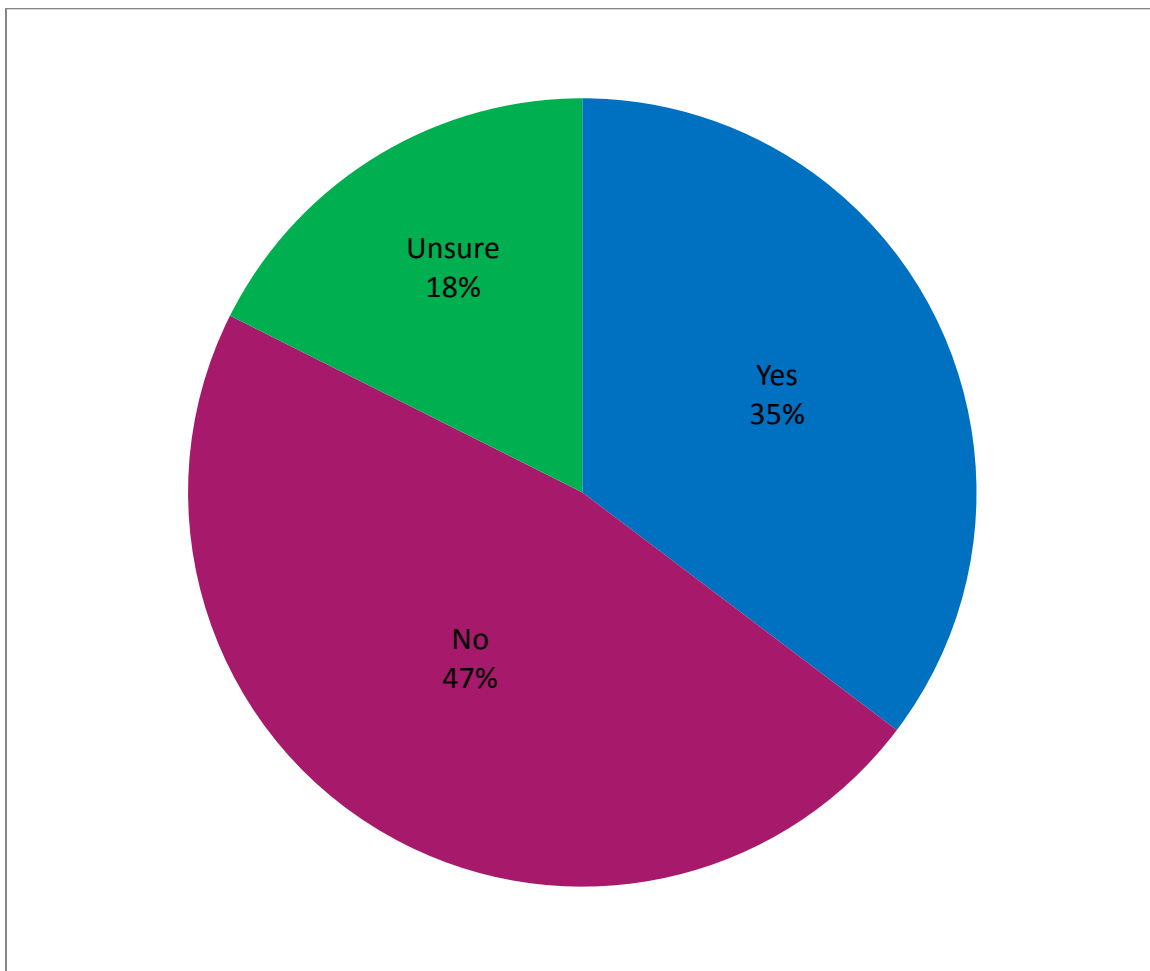


Figure 29: Would you be interested in helping LTM integrate adults in vulnerable situations (homeless, abused, disabled, etc.) into the museum as volunteers?

Table 49: Other responses

Number	Comments (Optional)
1	I would def. do this if I lived nearer.
2	Have already assisted with St Mungo's volunteers
3	Absolutely not.
4	Disabled only

Table 50: If you answered no to #14, can you please provide an explanation as to why?

LTM Anonymous Volunteer Survey	
If you answered no to #14, can you please provide an explanation as to why?	
Answer Options	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	29

Table 51: Open-ended responses

Number	Response Text
1	I'm already doing something rather similar for another [organization], and don't have sufficient time for further commitments of this nature.
2	I volunteer to help with the technical projects which interest me and don't wish to get involved with social [engineering] projects.
3	I don't have the time.
4	Do not live near museum and normally only do tasks which can be undertaken at home.
5	I don't feel that they would share my motivation or interest in the Museum's artifacts

Table 52: Is there any advice you would give or insight you would like to pass on to a new volunteer?

LTM Anonymous Volunteer Survey	
Is there any advice you would give or insight you would like to pass on to a new volunteer?	
Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	19

Table 53: Open-ended responses

Number	Response Text
1	Be willing to do anything/everything to get to know other volunteers and the Volunteer [Coordinator] (Sam Clift). Be flexible. ENJOY EVERY MINUTE OF IT!!
2	Enjoy
3	Be open minded, take the opportunity to take on new ideas and tasks, the staff at LTM [is] very kind, supportive and inclusive and [seems] to really respect and appreciate volunteers.
4	There really is something for everyone.
5	Just relax and enjoy yourself.
6	Volunteering is more about giving out than receiving personal benefits. Your motivation should be to give visitors a more pleasurable and informed visit to the Museum, and to assist the paid staff by doing tasks they do not have time to do.
7	Not really.
8	Relax and enjoy!!
9	Don't expect to learn much [about] Museum collecting and curatorial policies. Also don't expect too much respect from curators
10	Do what you enjoy
11	[Recognize] that all volunteers are on an equal footing although they may have different skills/experience. Stay open minded
12	Enjoy it as it is an interesting place with a good bunch of volunteers and staff.
13	Always perform at your best. When dealing with questions and inquiries if you don't know the answer just say so.
14	Patience! If you have been a senior executive, it is very different.....
15	Listen, learn and enjoy.

Appendix G: LTM Confidential Volunteer Interview, HMP volunteers

We are hoping to get some feedback on how the Happy Museum Project (the HMP) at LTM is going so far. The goal of our project is to evaluate the program and give Hannah some recommendations for how the next parts of the program can be developed. We are not evaluating the volunteers, just the program. We'd like to see what it is going well, and what can be improved.

For this interview, only the 4 WPI students will know who said what. No responses will be tied back to a particular person, and no volunteer names will be shared (not even with Hannah). If there is any question that you would rather not answer, we can skip that question. If there is anything you say that you would rather not be shared with anyone (even anonymously), just let us know and it can be deleted.

To keep track of responses, we would like to take notes during this interview. At the end you can read through what we've written down, or we can go through it together, and anything can be deleted if you would rather it not be shared.

Your opinions are important to us, and your responses could help change and improve future stages of the program. We really appreciate you taking the time to share your thoughts with us.

1. Have you enjoyed volunteering at LTM?

Yes

No

2. What parts of the HMP have been most enjoyable?

Why?

3. What are some frustrations you have faced when volunteering in the HMP? For example did you have any frustrations during the sign up period, the training period or during the actual project meetings?

4. What are some areas of the HMP that could be improved?

5. What skills were you hoping to gain or improve through participation in the HMP?

6. What was your motivation for deciding to volunteer in the HMP?

7. Is the program meeting your expectations so far?

Why or why not?

8. What have you gained by volunteering in the HMP so far?

9. Do you feel that you have gained any work experience/work skills by volunteering in the HMP?

If you answered yes, what work skills have you learned/improved upon?

Which of the following skills have you gained?

Interpersonal skills

IT/computer skills

Research skills

Time management

Money management

Organization

Appendix H: LTM Confidential Volunteer Interview Reasoning: HMP Volunteers

Question	Reasoning
Have you enjoyed volunteering at LTM?	This information was important to gather in order to determine if the HMP volunteers were enjoying their volunteering experience thus far. It helped us identify areas of the HMP that were meeting expectations and suggest areas that could be improved to strengthen future stages of the program. Also, the first question, which was open-ended, was designed to facilitate relaxed conversation throughout the interview.
What parts of the HMP have been most enjoyable? Why?	
What are some frustrations you have faced when volunteering in the HMP? For example did you have any frustrations during the sign up period, the training period or during the actual project meetings?	This information was important to gather as it helped us identify areas of the HMP where recommendations for improvement could be made.
What are some areas of the HMP that could be improved?	This information helped us identify exactly what aspects of the program needed improvement.
What skills were you hoping to gain or improve through participation in the HMP?	This information helped us determine what motivated the HMP volunteers to join the program so that we could compare the reasons of the St. Mungo's HMP volunteers to the previous HMP volunteers to see if the program was currently meeting the needs and goals of both groups. We also compared these results to the non-HMP volunteer group to see if there were any correlations between the data.
What was your motivation for deciding to volunteer in the HMP?	
Is the program meeting your expectations so far? Why or why not?	This helped us determine if the HMP was meeting the expectations of the volunteers. This was important because it indicated how successful the program was at that point. It was also important to determine whether or not expectations were being met in order to determine which goals of the program had been achieved and how the program needed to be modified to meet any additional goals in the future.
What have you gained by volunteering in the HMP so far?	This information was used to determine what the HMP volunteers have gained from volunteering at LTM so it can be compared to the baseline non-HMP survey so future stages of the program can be designed to meet the needs and goals of all demographics(adults in vulnerable situations and previous volunteers).

<p>Do you feel that you have gained any work experience/work skills by volunteering at LTM?</p>	<p>This information was important because it helped us determine if the HMP teaches marketable skills that would help someone to become "work ready" (a term used by St. Mungo's to help the clients become independent). It is important to determine this, as programs that teach work skills will be more beneficial to the volunteers that are clients of St. Mungo's.</p>
<p>If you answered yes, what work skills have you learned/improved upon?</p>	<p>This information was important because it identified which work skills the HMP taught or helped the volunteers improve upon. It was asked as an open-ended question first to see if volunteers had obtained work skills that the team hadn't considered. Then we asked specifically about the work skills listed to the left to compare it to the baseline list of work skills gained by the non-HMP volunteers.</p>
<p>Which of the following skills have you gained? Interpersonal skills IT/computer skills Research skills Time management Money management Organization</p>	

Appendix I: LTM Staff Interview: Sam Clift

Person Interviewed: Sam Clift

Position at Museum: Volunteer Coordinator

Interview Date/ Time/ Location: Thursday March 29, 2012/ 10:00 AM/ LTM café

1. Approximately how many volunteers currently work at LTM?

2. How many hours per week on average does each volunteer contribute to the museum?
Are volunteers asked to commit to specific times and a specific number of hours per week?

How long (weeks, months, years) does a typical volunteer work at LTM?

3. In your opinion, what are the main reasons volunteers choose to discontinue volunteering at LTM?

4. Do you think that volunteers encourage their close friends or family members to volunteer at LTM?

Yes

No

Comment (optional)

5. How do volunteers contribute to LTM? What tasks/projects do they complete on a regular basis?

Why are volunteers beneficial to museum operations?

6. In your opinion, what are the benefits of volunteering in a museum as opposed to other locations?

7. In your opinion, what are the benefits of volunteering at LTM as opposed to other museums?

8. What do you believe volunteers gain from volunteering at LTM?

9. Do volunteers gain work experience and/or professional skills while volunteering at LTM?

Both

Yes, work experience

Yes, professional skills

Neither

If yes, what experience or skills can be gained at LTM that would be helpful in a professional/work setting?

10. Is the museum interested in attracting new volunteers?

Yes

No

Why or why not?

11. Is there an application process for interested volunteers?

If yes, what qualities does LTM look for in potential volunteers and what factors indicate that a potential volunteer is a good fit for LTM?

12. Does LTM accept all interested volunteers? Why or why not?

13. Does LTM actively recruit new volunteers? If so, how? If no, why not?

14. Does a document exist that clearly outlines the benefits of volunteering at LTM to attract potential volunteers?

Appendix J: LTM Staff Interview Reasoning: Sam Clift

Question	Reasoning
Approximately how many volunteers currently work at LTM?	It was important for us to gather this information so that we could determine the percentage of volunteers that completed our survey. This also allowed us to determine if it was appropriate to generalize our results to the entire LTM volunteer base.
How many hours per week on average does each volunteer contribute to the museum? Are volunteers asked to commit to specific times and a specific number of hours per week?	This was intended to indicate how involved the typical volunteer is in the museum and to give us insight on the time requirements for volunteering at LTM which could influence potential volunteers.
How long (weeks, months, years) does a typical volunteer work at LTM?	This information was used to indicate if volunteers enjoy volunteering at LTM and if they are gaining something from their volunteer experiences. Volunteers who volunteer for longer periods of time are likely benefiting from volunteering at LTM.
In your opinion, what are the main reasons volunteers choose to discontinue volunteering at LTM?	This information was important to help determine why volunteers discontinue volunteering at LTM, for example: they don't enjoy their experience, it didn't meet their expectations, the project they signed up for ended, etc.
Do you think that volunteers encourage their close friends or family members to volunteer at LTM?	This information provided us insight on whether or not volunteers believe their volunteering experience at LTM is beneficial/worthwhile. Recommending a program to a close friend or family member would indicate that volunteers are likely benefiting from and/or enjoying their experiences at LTM.
How do volunteers contribute to LTM? What tasks/projects do they complete on a regular basis?	This was useful to help determine what tasks volunteers typically complete and how volunteers can expect to contribute to the museum.
Why are volunteers beneficial to museum operations?	This information was important so we could determine how volunteers are beneficial to the museum. It also was used to indicate if the volunteers' tasks were important to the museum, and therefore more rewarding/satisfying.
In your opinion, what are the benefits of volunteering in a museum as opposed to other locations?	This information was important because we planned to ask a similar question in our non-HMP volunteer survey, and we wanted to have the most appropriate choices for this multiple-choice question.

<p>In your opinion, what are the benefits of volunteering at LTM as opposed to other museums?</p>	<p>This information was important to gather because this was a question we planned to ask on our non-HMP volunteer survey in an attempt to determine what is "special" about volunteering at LTM. We wanted to include the most appropriate choices for this multiple-choice question.</p>
<p>What do you believe volunteers gain from volunteering at LTM?</p>	<p>Insight on what LTM expects their volunteers to gain from participation in their volunteer programs was important in our analysis of volunteering at LTM. In our non-HMP volunteer survey we planned to ask a similar question. We provided choices and needed insight on the most appropriate options.</p>
<p>Do volunteers gain work experience and/or professional skills while volunteering at LTM?</p>	<p>This information was important because we were trying to determine if volunteering at LTM is beneficial to St. Mungo's clients/individuals in vulnerable situations. Although volunteer work is unpaid, we were trying to determine if the volunteer programs at LTM are an effective way to get individuals "work ready." If they are, they are likely beneficial to individuals in sensitive situations.</p>
<p>If yes, what skills can be gained at LTM that would be helpful in a professional/work setting?</p>	
<p>Is the museum interested in attracting new volunteers?</p>	<p>This information was important to gather to increase our understanding of how the volunteer programs operate at LTM, what type of volunteers they are trying to attract, and if there is a current need for new volunteers. Additionally, learning how/if LTM recruits volunteers helped us to make our document on the benefits of volunteering at LTM more relevant/useful to the museum.</p>
<p>Is there an application process for interested volunteers?</p>	
<p>If yes, what qualities does LTM look for in potential volunteers and what factors indicate that a potential volunteer is a good fit for LTM?</p>	
<p>Does LTM accept all interested volunteers? Why or why not?</p>	
<p>Does LTM actively recruit new volunteers? If so, how? If no, why not?</p>	
<p>Does a document exist that clearly outlines the benefits of volunteering at LTM to attract potential volunteers?</p>	<p>If this document existed, we planned to review it and possibly make an updated/condensed version. If this document did not exist, we planned to create it as a deliverable for our sponsor.</p>

Appendix K: Museum Questionnaire

Museum Name: _____

Person Contacted: _____

Interview Date/Time/Location: _____

Project Title: _____

Project Start Date: _____

Project Completion Date: _____

1. Please give us a brief overview of your project.

2. How do the programme participants contribute to your programme? What activities and tasks are they expected to complete?

3. How many people are participating in your programme?

4. How would you define social sustainability and how does it relate to the project at your museum?

5. What questions are you trying to answer in your evaluation?

6. What information do you plan to collect when evaluating your programme?

7. Have you begun to evaluate your programme?

Yes

No

a) If yes, what evaluation methods are you currently using and what was your reasoning for choosing these methods?

For which evaluation questions has it been difficult to gather data? What methods have succeeded or failed in answering these questions?

Which evaluation methods have been the least successful? Why?

b) If no, do you plan to evaluate your programme in the future and have you discussed which evaluation methods you will use?

What is your reasoning for choosing these methods?

8. Has your museum sponsored any programmes similar to the Happy Museum Project in the past?

If so have these programmes been evaluated and what evaluation methods were used? Is there a report of your methods we could look at?

Which evaluation methods were most successful and why?

What evaluation methods were least successful and why?

Appendix L: Museum Questionnaire Reasoning

Question	Reasoning
Please give us a brief overview of your project.	These questions were intended to help us determine if our current understanding of their project was consistent with the actual project at the museum, as well as to help us learn more about the details of their program.
How do the volunteers contribute to your program? What activities and tasks are the volunteers expected to complete?	
How many volunteers are you working with?	This question was intended to inform us of the number of volunteers in each program to see how the number of volunteers affected the feasibility of certain evaluation methods (i.e. surveying vs. interviewing).
How would you define social sustainability and how does it relate to the project at your museum?	This question was intended to help us develop a working definition of sustainability which was important as our team was helping LTM determine if their program was increasing the social sustainability and wellbeing of its volunteers. We researched wellbeing extensively before arriving on site, so the logical next step was to research social sustainability.
What questions are you trying to answer in your evaluation?	Since methods usually arise from the questions one wants to answer, it would have been beneficial to determine the questions each museum was attempting to answer with their evaluation to see how the questions correlated to the methods.
What information do you plan to collect when evaluating your program?	
Have you begun to evaluate your program?	This question was important because some programs were in preliminary stages and therefore hadn't necessarily begun evaluation at the time we sent the questionnaire. Some programs were just starting the process of evaluating their programs. Other programs were further along and had completed extensive evaluation. Museums further along in evaluating their programs would have been able to provide more insight on successful and unsuccessful evaluation methods. It was important to our sponsor that we reflect critically on several different evaluation methods and help her determine the most effective method so that it could be used in outreach programs at LTM in the future.

<p>If yes, what evaluation methods are you currently using and what was your reasoning for choosing these methods?</p>	<p>This question would have provided us with insight on methods that could have been applicable to successfully evaluating the HMP. This question could have also helped us avoid evaluation methods that were unsuccessful at other museums.</p>
<p>For which evaluation questions has it been difficult to gather data? What methods have succeeded or failed on these questions?</p>	
<p>Which evaluation methods have been the least successful? Why?</p>	
<p>If no, do you plan to evaluate your program in the future and have you discussed which evaluation methods you will use?</p>	<p>This question would have given us insight on evaluation methods that we might not have previously considered and helped us determine if they would have been suitable for LTM.</p>
<p>What is your reasoning for choosing these methods?</p>	
<p>Has your museum sponsored any programs similar to the Happy Museum Project in the past?</p>	<p>Other similar program evaluations could have been applicable to evaluating the HMP.</p>
<p>If so, have these programs been evaluated and what evaluation methods were used? Is there a report of your methods we could look at?</p>	
<p>Which evaluation methods were most successful and why?</p>	<p>This question would have provided us insight on methods that could be applicable to successfully evaluating the HMP. It was also intended to help us avoid trying to use evaluation methods that were unsuccessful at other museums.</p>
<p>What evaluation methods were least successful and why?</p>	

Appendix M: St. Mungo's Questionnaire

1. What does St. Mungo's define as 'work ready'?

2. What does St. Mungo's do to help their clients become 'work ready'?

3. Are there any methods aside from the Outcome STAR that St. Mungo's uses to evaluate the wellbeing and/or social sustainability of your clients?

4. How effective do you believe these methods are in evaluating your client's wellbeing?

Appendix N: St. Mungo's Questionnaire Reasoning

Question	Reasoning
What does St. Mungo's define as 'work ready'?	This question was intended to define for us the goals St. Mungo's has for their clients to be considered 'work ready' so that they can become independent of St. Mungo's.
What does St. Mungo's do to help their clients become 'work ready'?	This was intended to define the steps that St. Mungo's takes to make their clients 'work ready'. This would have helped us determine if the HMP helped St. Mungo's clients reach these benchmarks.
Are there any methods aside from the Outcome STAR that St. Mungo's uses to evaluate the wellbeing and/or social sustainability of your clients?	This was intended to help us determine what methods St. Mungo's uses so that we could determine the reasoning behind using these methods and so we could avoid using the same methods since the volunteers wanted to distance themselves from St. Mungo's.
How effective do you believe these methods are in evaluating your client's wellbeing?	This was intended to help us determine what aspects of their evaluations they believe work or don't work when dealing with a vulnerable population.

Appendix O: Sponsor Description

During the 1920s, the London Transport Museum's collection came into existence when the London General Omnibus Company wanted to preserve a few of its vehicles for future generations, including two Victorian horse busses and a motorbus. The Museum has been open in several locations, first opening as the Museum of British Transport in Clapham during the 1960s. It then moved to Syon Park in 1973 and was renamed London Transport Collection. The Museum moved again in 1980 to the old Flower Market building in Covent Garden and took on the name London Transport Museum. The Covent Garden facilities underwent extensive renovations in 2005, and many items in the collection were moved to the Museum Depot in Acton for safekeeping. Two years later, a portion of the collection was moved back into the London Transport Museum in Covent Garden (“About Us”, 2010).

Over the years the London Transport Museum has expanded its collection from just three vehicles to over 80 (“Acton Town Depot”, 2011). One quarter of the Museum’s vehicles are on permanent display at the Museum at Covent Garden and can be viewed by the public daily (“Covent Garden”, 2011). The majority of its vehicles, however, are stored at the Museum Depot in Acton and can only be viewed on select weekends throughout the year (“Acton Town Depot”, 2011).

The Museum at Covent Garden has eight different object-based galleries which are shown in Figure 30: *19th Century London*, *Steam Underground 1863-1905*, *Growth of the Suburbs*, *Design for Travel*, *Traveling Underground*, *On the Surface 1900-45*, *London’s Transport at War* and *On the Surface after 1945*. Each gallery contains several objects and vehicles that are designed to educate the public by telling a story. The exhibits are arranged chronologically, vividly illustrating the progression of the London transport system and include transport art, the origin of transport designs, and various transportation vehicles used in wars (“About Us”, 2010). Visitors are encouraged to begin on the top floor at the *19th Century London* exhibit and work their way down through the 1st and ground floors, ending at the *On the Surface after 1945* exhibit (“Museum Floor Plan”, 2011).

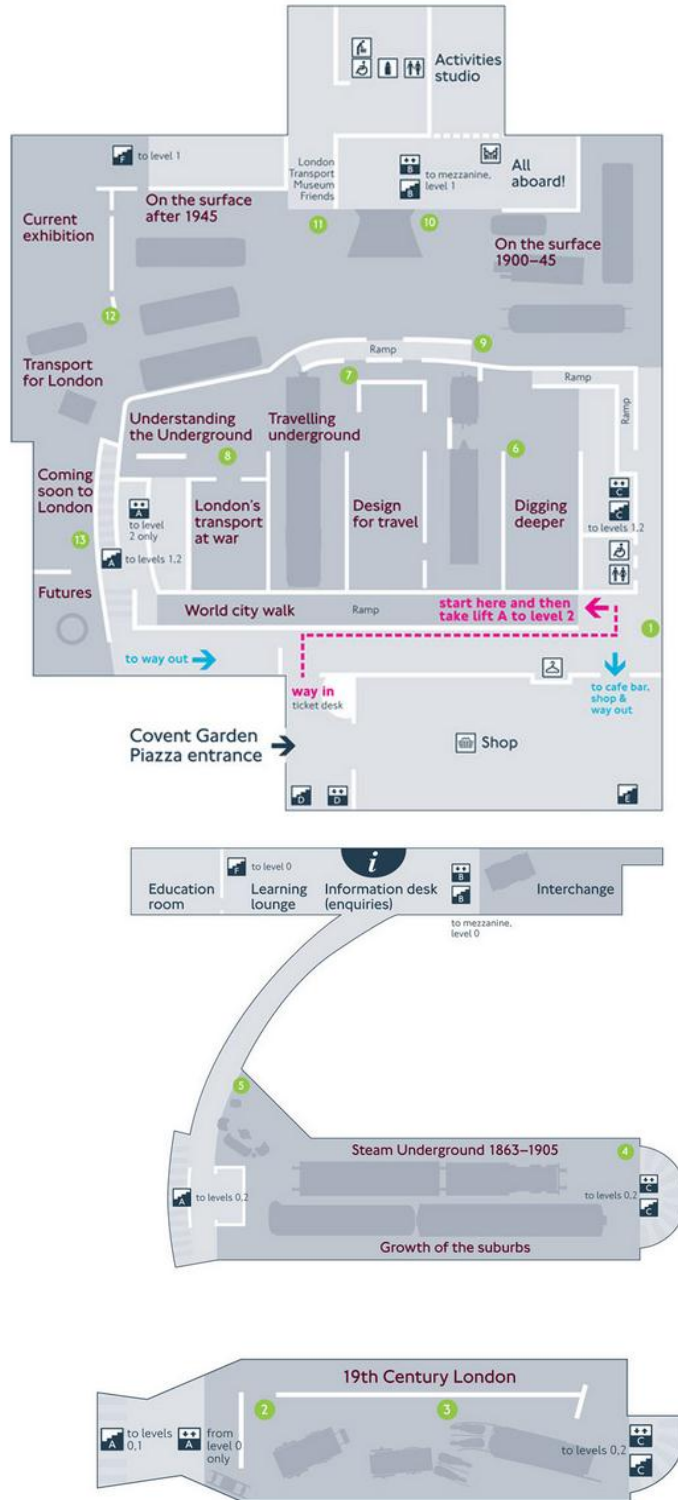


Figure 30: Floor Plans of the London Transport Museum
 (“Museum Floor Plan”, 2011)

The Museum also has several interactive galleries aimed at educating specific age groups. Several of these exhibits are focused on educating young children, such as the *All Aboard* and *Interchange* exhibits. *All Aboard* allows children to climb on life size recreations of taxis, busses, trains, and the Tube. It also contains miniature busses and trains that can be moved around a model of the city to familiarize children with London's most famous landmarks. The *Interchange* exhibit is designed for slightly older children. Here they can try on replica costumes and drive the Museum's Optare bus. Another interesting interactive exhibit is *Understanding the Underground*, which allows visitors to see how the Underground station operates. Museum goers have the opportunity to sit behind the controls of a train simulator. Other exhibits include *Transport for London*, which illustrates modern modes of transportation, the *Coming Soon to London* exhibit, which digitally projects future transport projects that address sustainability issues, and *Futures*, which foresees life in London in 2055 if certain sustainability issues aren't addressed ("Museum Floor Plan", 2011).

The goal of the London Transport Museum is to paint a vivid picture of the evolution of transportation in London in a manner that the public can find invigorating and exciting. Other goals include keeping an accurate and up to date depiction of London transportation and preserving the Flower Market building. The London Transport Museum strives to be the "world's top museum of urban transport" ("Our Mission", 2011). The London Transport Museum has become more involved in the education of the community. Its current focuses include providing educational programs for surrounding schools and working with local communities on educational projects. In 2010-2011 the Museum saw a 50 percent increase in educational visits from the previous year ("Yearbook 2010/2011", 2011). The Museum currently works with over a 100,000 students a year, sponsoring educational sessions such as "Safety and Citizenship" sessions that educated 130,000 children last year on the importance of safety and respect when using public transportation ("Yearbook 2010/2011", 2011). Students on school-sponsored trips can visit the museum for free and the museum offers different educational activities and worksheets for different age groups. The Museum also has educational activities for children and families such as free family activity books, storytelling sessions, craft projects (building paper

vehicles, painting transport posters, etc.) and a future generator which depicts an animated version of life in the future (“Stuff for Kids”, 2011).

The Museum’s mission has also become more focused on outreach programs that address a variety of issues facing London citizens. To address the high youth unemployment rate, the museum offers pre-employment training to help young people find apprenticeships in the transport industry. In addition, the Museum offers aid to people with learning disabilities through its Steps into Work program (“Yearbook 2010/2011”, 2011).

Last year (2010/2011) the Museum had a total of 291,344 visitors (“Yearbook 2010/2011”, 2011). Almost 24,000 people, mostly school children, visited the museum for educational purposes (“Yearbook 2010/2011”, 2011). In addition to the 102 employees, 140 volunteers contributed to museum programs by working over 13,000 hours (“The Charity Commission”, 2011). Students and interns contributed additional hours to the efforts.

The London Transport Museum’s expenditures can be divided into three categories: heritage collections, education and engagement, and access and museum operations as shown below in Figure 31. Education and engagement spending encompasses the largest percentage of the Museum’s budget and includes the costs associated with sponsoring educational and outreach programs. Access and museum operations are also a large percentage of the Museum’s expenses and relate to the cost of opening the Museum to the public daily. The smallest portion of the Museum’s budget is heritage collection work, which includes researching, acquiring, maintaining, and managing objects for museum exhibits (“The Charity Commission”, 2011).

The London Transport Museum generates income from commercial retail activities, fundraising, and donations. Voluntary income (primarily admission fees) is the Museum’s largest source of revenue, as shown in Figure 32. E-commerce has brought in revenue with sales from print-to-order services through Amazon. In addition, space in the Museum is rented out for conferences, presentations, and screenings. In response to significant public funding cuts, fundraising has become a major priority for the Museum. Various fundraising activities include dinners, auctions, and developing strong corporate partnerships to help increase the customer base (“Yearbook 2010/2011”, 2011).

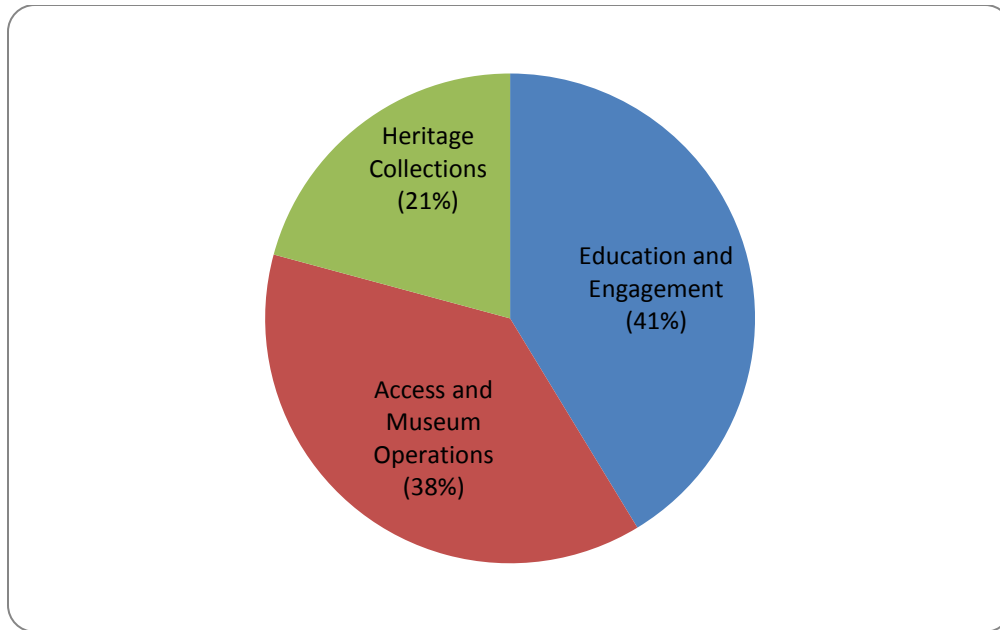


Figure 31: Sources of Expenditure for the London Transport Museum (“Governance”, 2011)

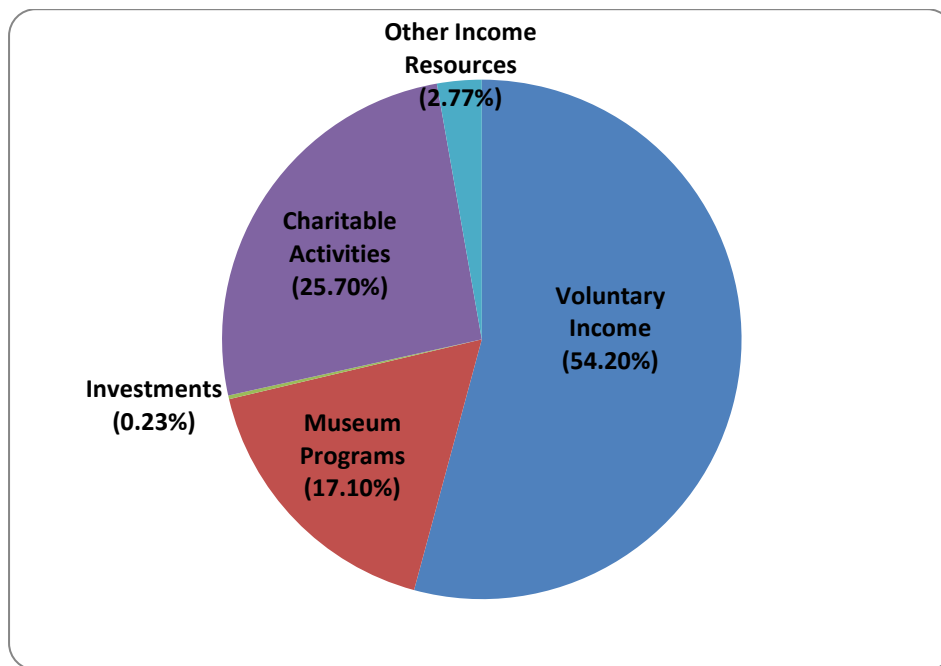


Figure 32: Sources of Income for the London Transport Museum (“The Charity Commission”, 2011)

The London Transport Museum has become more involved in the community. It has recently become a registered charity and can therefore benefit from a wide range of funding opportunities, including Gift Aid (“Charitable Status”, 2011). Visitors of the Museum are invited to claim their admission ticket price (£13.50 for individual adults) as a charitable donation,

which allows the Museum to make an additional 28p on every £1. This increases the value of a £13.50 admission ticket to £17.28 for the Museum, at no additional cost to the visitor (“Opening Times and Tickets”, 2011). The Museum also receives support from the Luke Rees-Pulley Charitable Trust, which was set up in memory of a London bus driver (“Charitable Status”, 2011). In 2007 the Museum re-opened after a two year and £22 million renovation. The Museum received £9.4 million towards this cost as a grant from the Heritage Lottery Fund, and the rest through support from other sources (“About Us”, 2010)

The London Transport Museum is overseen by a Board of Trustees, which is led by Sir David Bell. The Board meets four times per year for routine business matters and holds additional meetings if urgent issues arise. The Board also meets once a year to discuss museum strategies. There can be up to thirteen Trustees on the Board, and each person is elected for a three-year term. After their three years are completed, Trustees are allowed to run again. Everyday management is the responsibility of the Managing Director, Sam Mullins. The Managing Director is always considered a trustee. He is in charge of the Senior Management Team, the employees, and the volunteers (“Yearbook 2010/2011”, 2011).

Throughout the UK, more and more museums have been making an effort to give back to the communities in which they serve. In support of this effort, the London Transport Museum is spearheading a project called the Conversation Hub. The Hub is funded by the Happy Museum Project, an organization whose goal is to aid London museums in giving back to the community to help create a happier city. Tony Butler, director of the Happy Museum Project, said that "museums [should view] people not as audience but as collaborators, not as benefactors but citizens and stewards." The Happy Museum Project has already helped several museums such as the Manchester Museum, Godalming Museum, the Cinema Museum, and the Story Museum (Atkinson, 2011).

The Happy Museum Project awarded £14,500 to the London Transport Museum to create the Conversation Hub. Partnered with St. Mungo's homeless charity, the London Transport Museum will be actively engaging vulnerable adults in visible volunteering projects. The purpose of this project is to allow these adults to contribute back to society and to give them a sense of accomplishment as they are working on becoming active members of society (“The Happy Museum”).

Appendix P: Benefits of Volunteering Document

Volunteering at LTM



Why Volunteer?

Meet New People

Work Behind the Scenes

Handle Museum Artifacts

Strengthen Your CV

Learn About Transport History or
Share Your Knowledge

Give Back to LTM and Your Local
Community

Scholarly Environment

Flexible Schedule



What Volunteers Say

Rewarding Experience

Worthwhile Use of Time

Feel Like a Part of the Museum in a Meaningful Way

Volunteer to Have Fun

Relaxing Place to Work

Increase Self-Confidence and Interpersonal Skills



Ways To Get Involved

Work on the Floor Interacting with Visitors

**Work at the Acton Depot Giving Guided
Tours or Handling and Preserving Artifacts**

Work with the Curators to design Exhibits

**Not enough time to volunteer on a regular
basis?**

Volunteer for special events

Work from Home



Contact us at +44(0)20 7565 7296 OR Visit us on the Web
[www.ltmuseum.co.uk/
getinvolved](http://www.ltmuseum.co.uk/getinvolved)

For more information please contact Sam Clift,
Volunteer Coordinator at sam.clift@ltmuseum.co.uk

Appendix Q: LTM-Focused Executive Summary

Executive Summary: Evaluating the Happy Museum Project at the London Transport Museum

Objectives

- Evaluate the first stage of the Conversation Hub, the Happy Museum Project (HMP)
- Evaluate the benefits of volunteering at London Transport Museum (LTM)
- Explore the effects volunteering has on wellbeing and social sustainability
- Recommend ways to prepare the HMP for future stages

Background of the HMP

- Integrate new volunteers recruited through St. Mungo's into LTM
- Develop a new theme for the handling trolley
- Increase wellbeing and social sustainability of the volunteers

Methods

- Survey of LTM staff
 - Determine level of support for the HMP
 - Identify involvement with the HMP
- Survey of volunteers not associated with the HMP
 - Understand current volunteer practices
 - Gather information about what skills volunteers learn
- Interview HMP volunteers
 - Gauge success of the HMP

Conclusions and Recommendations

- The HMP orientation is moving too slowly and needs restructuring.
 - Reduce overall orientation timeframe.
 - Hold a separate orientation period for new volunteers.
 - Implement a buddy system so previous volunteers can train new volunteers. Current LTM volunteers have already expressed an interest in working with new volunteers.
- HMP volunteers are not as interested in the extensive HMP planning process.
 - Convey project expectations to volunteers.
 - Offer optional participation in the planning to volunteers.
 - Incorporate volunteers into task-oriented activities.
- Meetings could be structured more effectively.
 - Spend less time recapping previous meetings.
 - Work in small groups to promote closer interactions between volunteers.
 - Focus less on originally identified skills in the self-reflection period.

- Through involvement in the HMP, volunteers' desired skills are evolving beyond what the program originally expected.
 - Structure the HMP like other volunteer programs at LTM which teach work skills without this being the main focus.
- The HMP needs to become self-sustainable in future stages.
 - Reduce operational/personnel resources to continue operation of the HMP.
 - Implement a buddy system to train new volunteers and lessen the drain on staff resources.
 - Increase staff involvement in the program to help ensure program support in the future.
- Many current practices of the HMP are effective and should be continued.
 - Continue to operate day trips for the volunteers to other museums and the Acton Depot.
 - Involvement of volunteers in everyday museum operations helps develop volunteers' interpersonal skills. LTM staff members support the HMP and want to become more involved.
 - Development of the Flickr page is a fun and effective way to teach computer and literacy skills. Possibly explore other social media projects in the future.

Recommendations for Future Evaluations

- Collect non-anonymous staff data.
 - The staff survey conducted was anonymous to encourage honesty,
 - How does a person's position within LTM affect his/her opinion of the HMP?
- Establish the HMP volunteers' expectations at the start of the program.
 - The project team interviewed the HMP volunteers several weeks into the operation of the project and was able to speak to the volunteers at the start of the program.
 - Have the volunteers' expectations changed since the start of the program?
 - What has caused the volunteers to become interested in working on the floor?
- Observe more HMP operation days and conduct more interviews with the HMP volunteers.
 - Due to time constraints, the project team observed only three HMP operations days.
 - Volunteers in the HMP are the most important data source as they are directly involved with the project.
 - Are the new and previous volunteers developing mutually beneficial relationships?
 - Have the new volunteers become more comfortable working in the museum?
- Determine if the volunteers feel more employable at the end of the program.
 - The project team did not explicitly ask the volunteers if they feel more employable through participating in this program.
 - This knowledge will help to support data collected about professional development.