UNIVERSITY OF TARTU

Faculty of Social Sciences

School of Economics and Business Administration

Ksenija Poltavets

METHODS OF MOTIVATING VOLUNTEERS: AN EXAMPLE OF ERASMUS STUDENTS NETWORK ESTONIA

Research paper

Supervisor: Associate Professor of Management Anne Reino

Tartu 2021

I have written this Research paper independently. Any ideas or data taken from other authors or other sources have been fully referenced.

ORGANIZATIONAL METHODS OF MOTIVATING VOLUNTEERS

Table of Contents

Introduction

The contribution of volunteers plays an important role in the functioning of a modern democratic society. (Siseministeerium, 2006) The purpose of the voluntary sector is to benefit and enrich society rather than gaining monetary wealth. Volunteering is also important for the well-being of the state as it is increasing people's self-esteem and customer satisfaction. (Dekker & Halman, 2003; Wilson, 2000).

Motivation is the most important reason that keeps the old and new volunteers in the organisation. The topics of volunteer motivation and engagement among both younger and older generations are constantly being studied in the world. Mostly these research focus on what stands behind people who volunteer and try to figure out what factors are the most important and motivating for volunteers. Students of the University of Tartu have previously also done some research on the topics of employee motivation (Davõdova, 2016) and involvement in volunteer organizations (Kadak, 2017).

The increase in one-time volunteers poses a problem of a stronger competition among organizations that want to involve volunteers for a longer period of time. (Bussell & Forbes, 2002; Pauline & Pauline, 2009) For such organisation the most important factor influencing volunteers is the organisation's ability to involve and motivate volunteers (Käger et al., 2018).

Most non-profit organisations usually have a specific working structure resembling hierarchy which creates a clear give-receive motivating system between the board and others. Some motivating factors can be received from other volunteers in the organisation (e.g., mutual support, encouragement, help), but others are expected to be received from the higher hierarchy level (e.g., feedback, gifts, trainings, and workshops). Very often organisations with such structure are lacking knowledge about how good their current motivational system is and how to make it even better. This happens usually in organisations led by young people as they mostly do not have much experience in human resource, or because of the lack of interest or budget for conducting such research.

This topic is very important to research as each volunteer has certain expectations when being a part of an organisation and if the experience of the volunteer is inconsistent with his expectations, it could lead to dissatisfaction and decrease the willingness to commit to continue with the volunteer work (Gage & Thapa, 2012; Mannell & Kleiber, 1997). This problem has also been brought to attention by Kadak (2017: 67) in his Master's thesis.

The voluntary sector in Estonia is growing very fast, but the government is not very interested in its development yet. Estonian government is conducting statistical reviews only once every 4-5 years, past statistical studies in Estonia were conducted in 2009, 2013 and

2018, and the last development plan for volunteering was made for the period 2007-2010, after which the Estonian government has not conducted or planned any new researches (Siseministeerium, 2006). It seems to be not enough as volunteering sector is quite rapidly and changing, and we might be missing the up to date information regarding volunteers and their motivation (Batueva, 2013; Riigi Teataja, 2018). Another problem of these reviews is that they examine different metrics every time which makes it difficult to compare the changes.

The aim of this study is to analyse volunteer motivating factors that are used in Erasmus Student Network Estonia (ESN) and give suggestions for improvement of the current motivation system. The success of implementation of the factors will be determined the statistical significance of the difference of mean values between two different views of volunteers and board members. Until now this type of research has not been conducted in the organization.

To achieve the set goal, the author completes the following tasks:

1) Giving an overview of literature on the topics of volunteering, non-profit organizations, and volunteer motivation.

2) Carrying out a survey among the volunteers of ESN Tartu.

3) Analysing the outcomes and giving recommendations for improvement.

This research is focused on the motivational methods that are used on a national level of international organization Erasmus Student Network (ESN). The research will be conducted in all sections across Estonia. The outcomes will contribute to the topic of motivation of younger generations and will help ESN Estonia improve the performance of their current motivational system.

Keywords: *motivational system, non-profit organization, volunteer motivation, volunteer expectations, motivation implementation.*

1. Theoretical approach for motivating volunteers based on their own motives

1.1. Concept of volunteer work

Volunteering or volunteer work is "an activity in which time is given freely to benefit another person, group or cause" (Wilson, 2000: 215). Volunteers are offering their time, energy, or skills of free will and without gaining any material reward in return (Maslow, 1955). The goal of volunteers is to make an impact, they act primarily in the public interest and for the benefit of society. (Thoits & Hewitt, 2001) Helping family members or relatives is not considered to be a voluntary activity. (Musick & Wilson, 2007; Wilson, 2000).

According to UN Volunteers in 2018, 109 million full-time equivalent workers represented the global voluntary workforce (Mukwashi et al., 2018). The number of volunteers in Estonia as well as in the world is constantly growing. According to the studies of 2013 and 2018 the number of volunteers in Estonia has grown from 31% to 49% of the population, which is on the average in the world (Batueva, 2013; Käger et al., 2018). As of 2013, the value of the volunteering sector in Estonian economy was about 1% of GDP (Kaarna & Noor, 2013). The topics of motivation and engagement have been studied a lot within the context of the world, specific countries and companies. (Barron & Rihova, 2011; Burns et al., 2006; Bussell & Forbes, 2002; Cho et al., 2018; Clary et al., 1998; Käger et al., 2018; Pauline & Pauline, 2009)

Volunteering may be a single act or "the systematic pursuit" (Stebbins, 1992: 3). In 2013 according to Batueva (2013) only 34% of all volunteers were active at least once every six months or more frequently, all the rest (except for passive) are considered as one-time, or passive volunteers. By 2018 these numbers have changed. The amount of permanent volunteers has decreased by 8% and at the same time the amount of one-time volunteers has increased by 7% since 2013 (Käger et al., 2018; Kuusik, 2019). The reason for this change may be connected with an increase in the impact of the micro-volunteering trend in Estonia (Käger et al., 2018).

The voluntary sector is not restricted to one specific area of activity. The most common areas are the community services and environmental protection. Other fields are education, sport, construction work and event organizing (Käger et al., 2018). The amount of Estonian volunteers who are involved in more than three fields has grown from 36% to 47% (Käger et al., 2018). This might also be one of the reasons for the increase in the number of one-time volunteers. People want to be involved in as many fields as possible which takes a lot of their time.

There are various organizations which help volunteers contribute to the area that suits them the most. Among all, 53% of volunteers are members of non-profit organizations, public sector organizations and private companies (Käger et al., 2018). Smith (1994: 246) points out that „many important differences in organizations have not been examined". Research in this area has taken place more as part of a general discussion on volunteering (Wilson & Pimm, 1996; Wymer, 1997). Volunteering can also be done outside non-profit organizations. For example, some companies encourage their employees to influence society by giving them free time to volunteer or by organizing impact projects that employees with a common purpose can fulfil.

Non-profit organization are "not intended to make a profit, but to make money for a social or political purpose or to provide a service that people need" (Cambridge English Dictionary, n.d.). Volunteers are the most important part for a non-profit organization (Wymer & Self, 1999) The main areas of voluntary activity in the non-profit organizations are connected to leisure time, sport and culture. (University of Tallinn et al., 2019)

Most non-profit organizations are dependent on budget, which consists of sponsors contributions, donations and government subsidies (Kuusik, 2019). All the money is aimed mostly to cover the costs of the organization and to improve its work. By not being able to earn profit, they are not able to have paid employees. This is exactly why non-profit organizations rely on voluntary labour so much. Despite the decrease in numbers of members, non-profit organizations are becoming more and more professional. (Järve, 2019)

According to the Estonian Centre for Applied Research, since 2009 the amount of non-profit organizations has been on average 30 000 including apartment associations (Järve, 2019). Starting from 1st of January 2018, the Registers and Information Systems began distinguishing apartment associations as an independent type of legal entity and all apartment associations registered as non-profit associations were automatically transferred to the a different register (Riigi Teataja, 2018). This makes the number of non-profit organizations listed in the register decrease from the year 2018 (Siseministeerium, n.d.). As of September 2018, there were 19 969 non-profit organizations in Estonia, 53% of them involve volunteers (University of Tallinn et al., 2019). Unfortunately, the author cannot compare the growth of the non-profit organizations in Estonia separately from the apartment associations as before the year 2018 there is no data regarding the amount of non-profit organization or apartment associations separately.

1.2. Volunteer motivation

When thinking about motives to work, the first thing that comes to mind is salary. But, as mentioned before, volunteers are not working to gain financial rewards. It is very important to understand why people volunteer and what benefits volunteers gain from their activity to understand how to meet these expectations.

There are different viewpoints when explaining volunteer motivation. Motivation to volunteer can also be divided into two parts, first: a physiological or psychological urge that needs to be satisfied and second is an action that will satisfy the disbalance (Bussell & Forbes, 2002; Mannell & Kleiber, 1997). "The original criterion of motivation and the one that is still used by all human beings except behavioural psychologists is the subjective one. I am motivated when I feel desire or want or yearning or wish or lack." (Maslow, 1955). A lot of authors have viewed the motivation to volunteer as purely altruistic act, meaning that volunteers are acting selflessly and are not awaiting any reward (Allison et al., 2002; Burns et al., 2006; Clary et al., 1998). But, Cnaan and Goldberg-Glen (1991) show that egoistic motives are also present. Besides altruistic reasons, an organization's reputation, employee culture and individual characteristics, such as personality, beliefs, and values can also influence a person's decision to volunteer (Penner, 2002). In this research author is of the opinion that volunteers choose to take part in a voluntary activity because of the overall benefits that they receive from that activity.

The theory of volunteer motivation is divided into many different methodologies and can be looked at from different perspectives. During the literature review the author could see some patterns of behaviour of the volunteers, that are similar across different sources. Some researches use a similar model to define volunteer motives: they distinguish six main ones: career, esteem, understanding, social, value and protective (Allison et al., 2002; Burns et al., 2006; Clary et al., 1998). They explore the reasons for voluntary participation without any reference to particular organizational circumstances (Allison et al., 2002; Burns et al., 2006; Cho et al., 2018; Clary et al., 1998). Taking this theory as basis and combining it with different theories together the author has compiled Table 1, which shows the similarities and crossing points of all the theories comparing to the base theory.

Table 1.
The most important motives for volunteering used in the research by different authors.

Authors	Motivation factors					
	Career	Esteem	Understanding	Social	Value	Protective

Clary et al. (1998); Allison et al. (2002) Burns et al. (2006)	Development and enhancement of career;	Enhancing and enriching personal development;	Learning new and practicing undeveloped skills;	Conforming to the norms or setting up norms for the community;	Expressing values related to altruistic beliefs;	Escaping from negative feelings;
Egli et al. (2014)	Opportunity to learn new skills (participation);	Appreciation and Recognition;	Task design and development;	Communication and social networks;	Material incentives.	Support;
Pauline and Pauline (2009)		Self-realisation and recognition;	Being a part of a team;		Material factors;	
Barron and Rihova (2011)	Positive impact on future career opportunities;	Contributing to the success of the event;	Development of specific knowledge and skills to improve volunteers' CVs;	Putting something back into the community;		Enjoyment;
Käger et al. (2018)	Volunteer development opportunities;	Appreciation-recognition by others				
Karin Vene (2007: 8)				Being together with like-minded people;	Solving societal problem.	

Source: Compiled by the author, based on researches of: Allison et al. (2002), Barron and Rihova (2011), Burns et al. (2006), Clary et al. (1998), Egli et al. (2014), Käger et al. (2018), Pauline and Pauline (2009), Karin Vene (2007: 8)

Volunteering unites people and gets them involved. It keeps younger generations active, not only physically, but socially as well. It is a wonderful opportunity to meet new people of various nationalities, mentalities, and age groups. Teamwork within different ethnic groups is important for creating a more open and tolerant society. (Barron & Rihova, 2011; Vene, 2007) Quite a few authors open the idea of engagement and retention of volunteers. (Barron & Rihova, 2011; Boezeman & Ellemers, 2008; Hallmann & Harms, 2012; Harp et al., 2017; Malinen & Harju, 2017). It is usually hard for non-profit organizations to keep

volunteers interested. Volunteers cannot be motivated like other employees with a salary. Non-profit organizations can use other methods of motivation to engage volunteers.

During his research, Cho et al. (2018) found that the most significant factors that create the motivation among the younger generation are: value, career and learning, whereas in Estonia, the one most important factor is personal development (Käger et al., 2018).

Volunteering can provide the development of new skills that later on are important in a working environment (Barron & Rihova, 2011; Egli et al., 2014; Käger et al., 2018). One can try out new work fields, even the ones he would have never imagined being connected to. An experience like this can be an become an extraordinary addition to the resume and might increase the chance of getting a job in a similar field (Handy et al., 2010). People are also motivated by material and purposive factors, it is important for the volunteers to see the outcomes of their work (Pauline & Pauline, 2009). Most of authors analyse the motives on a general level, without referring to the specific situations in the organizations (Gidron, 1983; Warner et al., 2011).

Allison et al. (2002) found that the best way to motivate volunteers is to offer tasks that fulfil several motives at the same time. The expectation-based typology by Egli et al. (2014) divides volunteers according to what factors they are searching for from the volunteering activity: recognition, participation and communication, material incentives or support. This typology defines and combines most important motives together, eases their understanding and shows that all are connected with each other. **Error! Reference source not found.** shows how each motivational factor is defined by different motivational methods. The approach of Egli et al. (2014) assumes that volunteers in any sector develop specific expectations regarding what they would want to receive from the organisation. It is suggested to use the typology for designing specific voluntary work conditions. The author equates an organisation that can meet all the expectations to a perfect working place for any volunteer.

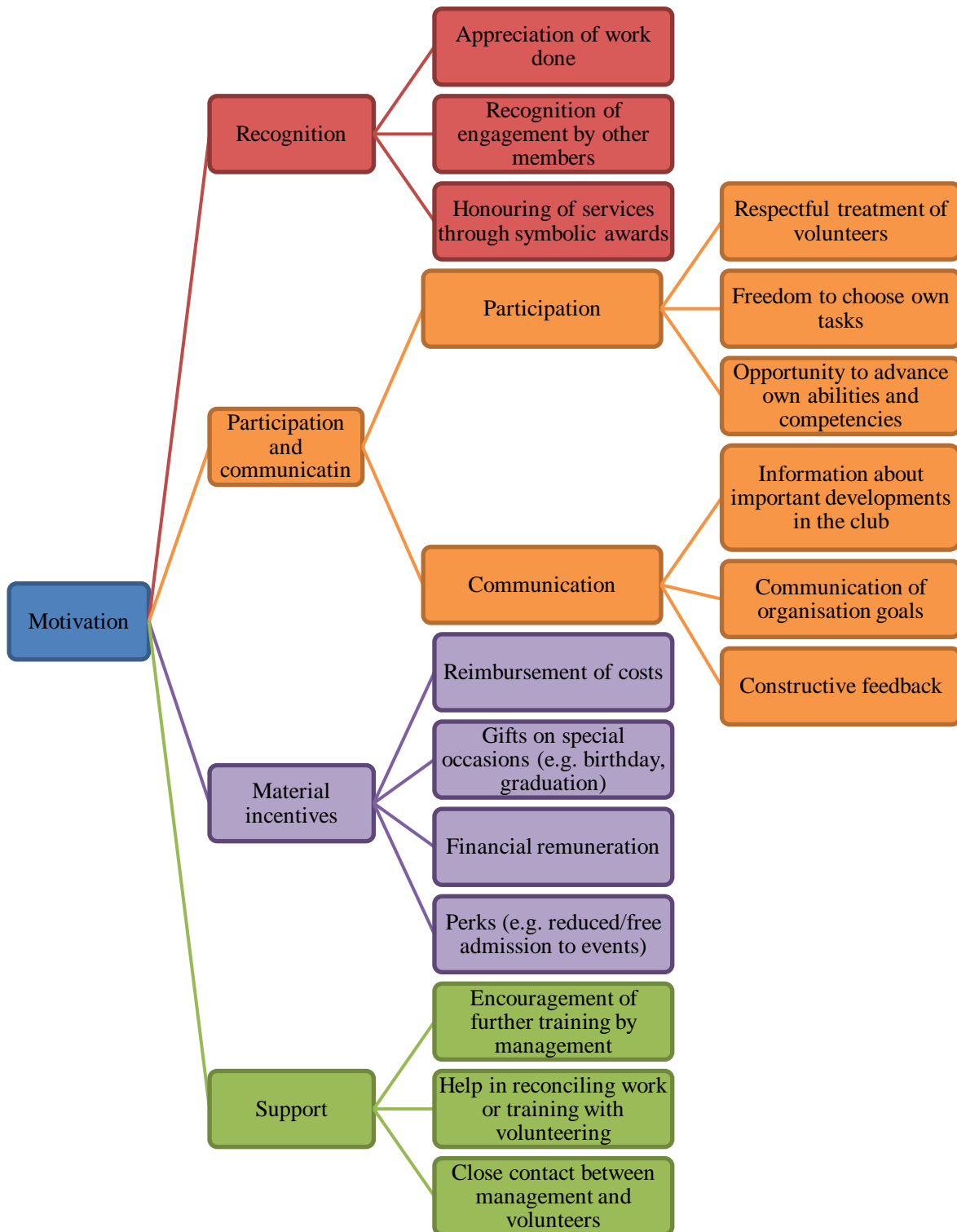ORGANIZATIONAL METHODS OF MOTIVATING VOLUNTEERS

Figure 1. The expectation-based typology of Egli et al. (2014) explained

Source: compiled by the author

Very often, the organizations themselves emphasize the benefits that volunteers receive. For example, in the guidebook composed by Mohnacki & Gouveia (2020) "Erasmus Student Network for student and youth organisations" the authors brings out the so called

"values" or opportunities that volunteers receive when joining an ESN organisation as volunteers. ESN believes that these should motivate the most and promote their organization through them. Values include personal and professional development by developing and managing projects, gaining new friends from around the world by participation in events across the network, immersion in an international environment by organisation of events and activities for the international community and an opportunity to be an active citizen by advocating for youth rights. All of them are good examples of communication and participation motivational factors.

If the organization is eager to succeed in recruiting and retaining its volunteers, it must understand and meet the motives of its volunteers (Mikołajczak, 2020). It is also recommended to specify and adjust the planned activities considering the expectations of both organisation and volunteers, and to define the role of the volunteer in the organisation. This brings them the feeling of satisfaction, they are willing to be more active. (Pauline & Pauline, 2009)

2. Study on motivation system in ESN

2.1. General characteristics of the organization

Erasmus Student Network (ESN) is the biggest student association in Europe. ESN is a non-profit student organization that works with international, exchange and local students. The idea of the organization is to integrate students who have decided to study abroad into the local community and encourage local students to go abroad. The goal of ESN is to "bring them together and introduce them to the culture of the country" that they are currently studying at (Stojanović, 2020).

The organization was born on the 16th of October 1989 and registered legally in 1990 for supporting and developing student exchange. In 41 different countries, they are involved with more than 1000 higher education institutions. The network is constantly developing and growing. ESN includes around 50,000 young people who offer their services each year to around 350,000 international students. (Erasmus Student Network AISBL, 2019b)

ESN is organized at three levels: local, national and international as shown in Figure 2 (Płucienniczak, 2020). There are more than 40 NOs which consist of more than 500 ESN sections across Europe (Erasmus Student Network AISBL, 2019a).
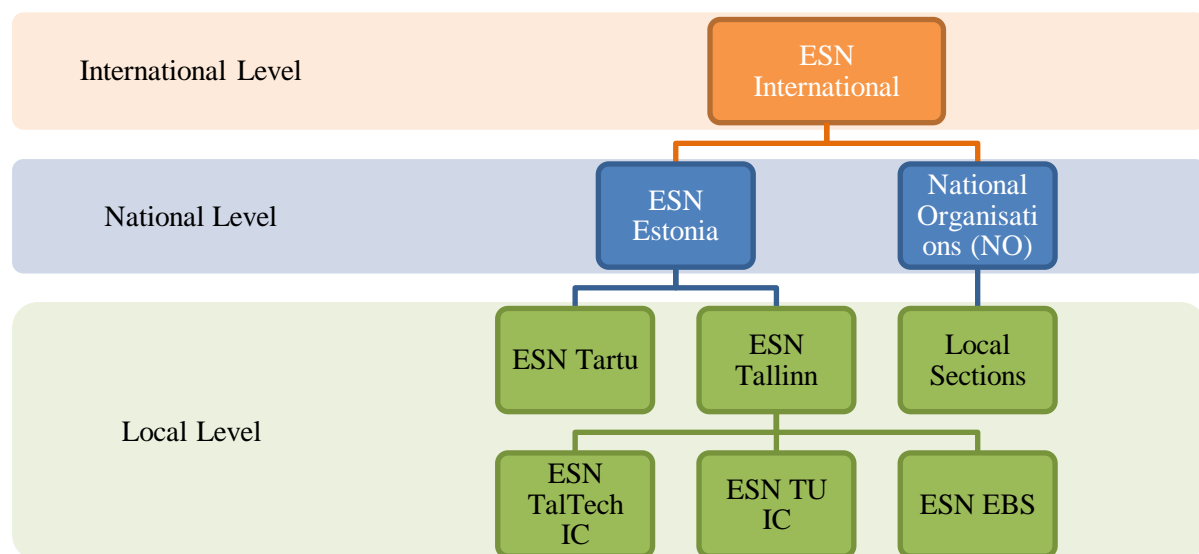

Figure 2. ESN Structure

Source: Compiled by the author, Płucienniczak (2020)

The international level is made up of statutory and non-statutory bodies. Statutory bodies are: International Board, General Assembly, Audit Commission and Arbitration Board, and non-statutory: Committees, Liaison Officers, Secretariat and Project Teams. (ESN Estonia, 2018)

The national level of the ESN consists of National Organizations (NO). Each NO is a non-profit organization which consists of all sections in the country, and it represents the interests of their sections at the national level. For example, ESN Estonia is an NO on a national level. It is a link between international and local levels. (ESN Estonia, 2018)

The local level of ESN consists of local organizations, also called sections, who organize activities and events. ESN Estonia consists of five sections: ESN Tartu, ESN Tallinn, ESN TU IC, ESN TalTech IC and ESN EBS. (Stojanović, 2020)

ESN is using a hierarchic structure, which consists of 4 levels (Figure 3). Each Part of ESN is maintained by volunteers themselves. In this paper, author is analysing the local level of ESN (green part of the Figure 2 and Figure 3).

On the top of Local level there is board, which consists of managers and coordinators. The difference between those two is the time of their reign. Managers positions: president, HR manager, event manager, partnership manager and financial manager roles are elected for a full academic year. The coordinators positions that are responsible for social media, social projects, design, and secretary are elected only for a semester. Below the board there are regular members, and in the bottom, there are members and new members who are also called "newbies" who get elected to be a member after showing their input into the organisation. Further, author uses the term "board member" to describe both managers and coordinators, and "volunteers" to describe both regular volunteers and newbies.
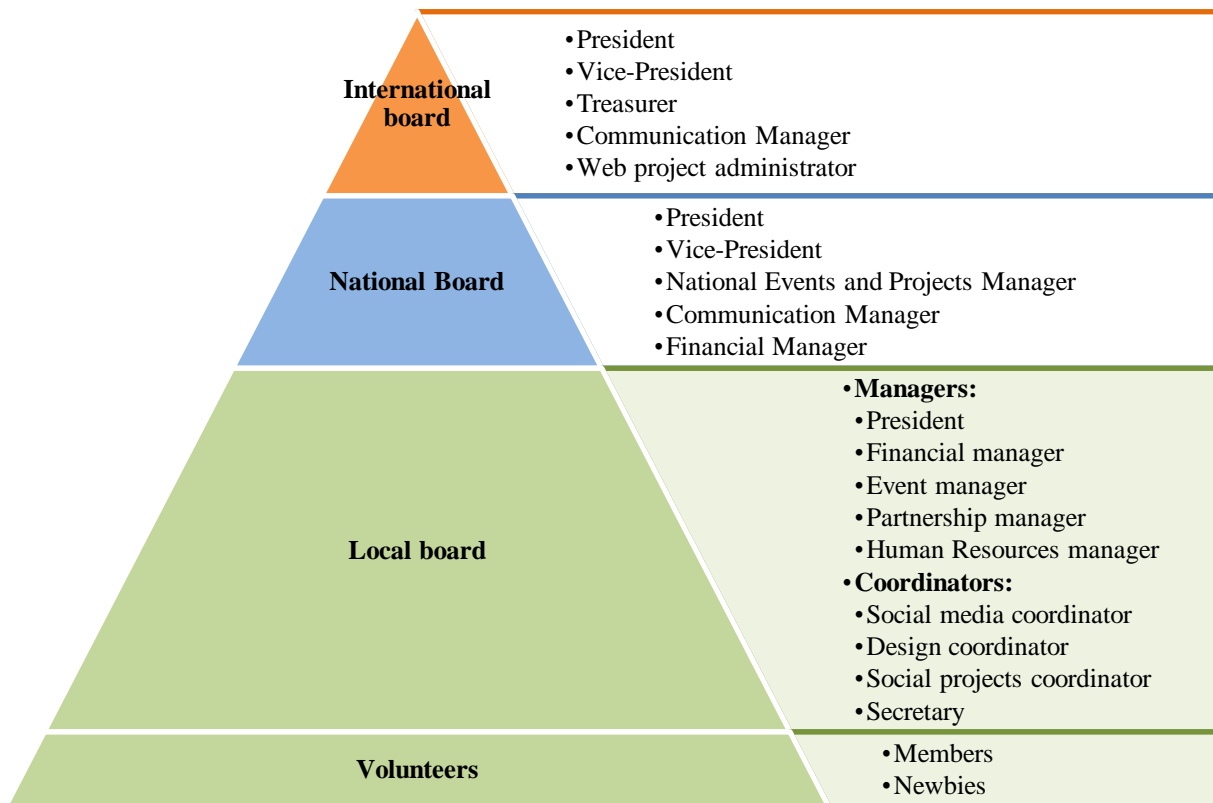
Figure 3. Hierarchy system in ESN

Source: Compiled by the author

According to the private ESN Estonia members group, where each member must be added by the HR manager of his section, the current total amount of ESN volunteers in Estonia is as big as 496 both active and inactive members. This number includes alumnus volunteers since the year 2011 – these who are not actively contributing to the organisation anymore; but excludes the volunteers who left the group by their own will. But, the President of ESN Estonia provided the approximate number of active volunteers at the moment of September 2020 which is equal to 125 people. The author was unable to collect the information about the exact total number of currently active volunteers as sections do not keep track of how each volunteer inputs their time and they can rate the level of activity only by visual presence.

2.2. Research methodology

Since the purpose of the study is to analyse volunteer motivating factors that are used in Erasmus Student Network Estonia (ESN), The typology of Egli et al. (2014) is taken as a basis to understand if certain motivational methods of this typology are used in ESN or not.

To fulfil the research aim in this study through existing theory the author has composed study research questions, afterward through data collection and analysis the researcher will be able to answer these questions.

Research questions:

Q1: Which motivational factors are the most important for the volunteers of ESN?

Q2: To what extent are the benefits provided valued?

Q3: Do volunteers value receiving the motivational factors on the same level as board members provide those?

Q4: How satisfied are volunteers and board members with the current motivational system of ESN?

The author needed to understand which motivational methods are used in organizations to research the current situation in ESN. To do this, the author weighed two ways of collecting information: directly collecting information from HR managers of ESN by interview or conducting the research based on motivational methods that were previously used in similar research. Interviewing HR managers would have given information that is more specific to the researched organization, but conducting interview is expensive time wise. Another reason against conducting the interviews stands in the total amount of HR managers in ESN on the local level, which is too small to make any generalisations on the obtained data. For these reasons, the author has decided to use volunteer motives and expectations that have already been studied before by others. The theory chosen for this is the expectation-based typology of Egli et al. (2014). The main motives of this typology will represent the main factors that are motivate volunteers, the only change for the typology is splitting one of the groups (participation and communication) into two as author presupposes that both groups will receive different importance level and wants to analyse them separately and not as a whole.

The method of collecting information chosen by the author for the study is an individual survey. The individual survey is the best way to collect quantitative data from a big amount of people. This is a convenient way to process the data after receiving all the answers. Author avoided open-ended questions to simplify and ease the experience of the respondents and to simplify the analytical part of the research. Question types used: multiple choice, Likert scale, matrix table questions. The researcher uses only statistical methods for the analysis, such as descriptive statistics, two-sample t-test and correlation analysis.

The questionnaire consisted of 3 parts. At the beginning of the questionnaire general demographic questions took place: gender, extent, and length of volunteering in ESN and a

question that specifies the position of the volunteer in the organisation: if he/she has held a board member position within the past year or not.

In the second part respondents were asked to rate 16 different motivational methods, descriptions of which were taken from previous research of Egli et al. (2014). These motivational methods are presented in **Error! Reference source not found.**. All questions were later separated into groups, to describe each motivational factor: recognition, participation, communication, material incentives and support in the organisation. Each motivational factor was covered by 3 motivational methods and "Material Incentives" was covered by 4 related motivational methods. Survey questions can be found in ANNEX A.

Second part of the questionnaire was split into two sections. Both volunteers and board members had identical questions, but the difference was in the viewpoint of the answerer. Those volunteers who have been in the board within the past academic year answered the questions from the viewpoint of a representative of the organisation who gives or provides the motivational system to the volunteers. Level of agreement is commonly measured by a Likert scale. Research by Davõdova (2016) measures employee satisfaction using a 11-point Likert scale. Statements of this research are measured by a 7-point Likert scale, where 1 is "I do not agree at all" and 7 is "I fully agree". All the rest answered the questions from the viewpoint of the volunteers who are receiving the motivation from the organisation. Author will get to know which motivational methods are used in ESN by the rating of board members, as it is impossible to receive something if it is not provided by anyone. The motivational method is not used in the organisation in case it receives a very low rating. Analysis of how well the volunteers receive motivational methods will be done by comparing the gaps between the ratings of the two groups.

Board members were also asked to rate if they feel like they have enough knowledge and material incentives provided by the organisation to motivate volunteers of ESN on the same scale as mentioned before.

In the last part of the questionnaire, all respondents were asked to rate their overall satisfaction with the ESN motivation system on a 7-point Likert scale, where 1 is "Not at all satisfied" and 7 is "Fully satisfied". To get to know how important each motivational factor is when volunteering, a matrix table was composed. Each motivational factor was asked to be rated on a 5-point scale, where 1 stands for "Not important at all" and 5 stands for "Extremely important". Each Likert scale consisted of odd numbers of options to give the respondent a median option which is usually equal to "obtain" or "cannot decide". For the questions in the matrix the author has decided to make the range of the Likers scale smaller

and shortened it to 5 in order to make the decision-making time for this section shorter and more specific. A 5-point scale is used to rate importance or significance, whereas 1-7 scale has a bigger choice on both sides of the median point which allows the respondent to choose points that clearly show to which point is their opinion tilted: beginning of the scale, middle or end.

Questionnaires were distributed to volunteers of all ESN sections within Estonia, including ESN Estonia, ESN Tallinn, ESN Tartu, ESN TalTech IC, ESN TU IS, ESN EBS IC. The data collection tool employed was a web-based questionnaire compiled in Google Forms. The period for collecting the answers lasted 2 weeks, from 9th to 23rd of April, and the process of distributing the questionnaires took place two times during this period. Three different methods of distribution were used. First the questionnaire was spread with the help of the presidents of the sections in the members groups on social media and were distributed through ESN Estonia e-mail list which includes all ESN volunteers e-mails on the 9th of May. Within the first 5 days (9th-14th) 43 responses were collected. On the 15th of May questionnaires were distributed personally to all volunteers through personal messages on social media to about 100 volunteers. Even them most of them have already answered the questionnaire before, additional 7 answers were submitted. The questionnaire was composed and distributed only in English as this is the language of communication within the organisation and this all respondents on the same level of understanding the terms. The questionnaires were filled in anonymously, which allows the respondent to answer honestly, thereby increasing increases the rate of participation. This was done to collect more answers as people might not have enough time right away to answer the questions and sometimes, they skip or forget about the survey.

The sample for this research includes 50 responses of 125 possible. Only active volunteers were asked to answer the questionnaire; thus, the author assumes that the possible amount of respondents is equal to 125, and the percentage of field detection is equal to 40%. A detailed sample overview can be accessed at Table 2. Gender proportions are 32 males (64.0%) and 18 females (33.0%). 1/3 of all were holding a board position in ESN during the year preceding the survey.

Table 2.
Sample characteristics of survey.

Characteristic	Option	Total	Volunteer	Board member

ORGANIZATIONAL METHODS OF MOTIVATING VOLUNTEERS

		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Board Position		50	100%	33	66%	17	34%
Gender	Male	32	64%	17	52%	15	88%
	Female	18	36%	16	49%	2	12%
Length of volunteering in the organisation	Less than 1 year	11	22%	9	27%	2	12%
	1 – 3 years	31	62%	20	61%	11	65%
	More than 3 years	8	16%	4	12%	4	24%
Amount of time spent volunteering per week	Less than 5 hours/week	20	40%	16	49%	4	24%
	5 – 10 hours/week	16	32%	9	27%	7	41%
	11 – 20 hours/week	10	20%	4	12%	6	35%
	21 – 40 hours/week	3	6%	3	9%	0	0%
	More than 40 hours/week	1	2%	1	3%	0	0%
Employment status	Employed	33	66%	22	67%	11	65%
	Not employed	17	34%	11	33%	6	35%

Source: Compiled by the author based on ANNEX B.

Volunteers who have been in ESN for less than 1 year (22%) have only been in ESN during the COVID-19 pandemic and have not witnessed organisation's work before the pandemic. These volunteers are the future of the organisation, and their opinion should be considered to further improve the motivational system. 3 years is a standard duration of a bachelor's degree in the university. Those, of the respondents who have been volunteering for 1-3 years (62%) are most probably people who are currently still pursuing their degree in the university. This group of people has been volunteering before the pandemic and during its high time. Volunteers who have been volunteering for more than 3 years (16%) have already finished the degree that they were perusing when they started volunteering and they are volunteering on the side of a full-time job now. About 1/3 of those who have been volunteering in ESN for less than 1 year are employed, among those who have been volunteering 1-3 years 2/3 are employed and there are no unemployed respondents among those volunteering for longer than 3 years.

More than half of all respondents are employed (66%) and are doing volunteering on the side of their job. The proportionality of employed people to unemployed turned out to be 2:1 among both volunteers and board members. This shows that for the respondents of this survey the possible amount of time that they could have input into volunteering is also proportionally equal among both groups.

The mode weekly time input for volunteers is < 5 hours (48.5%) and for board members 5 – 10 hours (41.2%). There is a clear visible pattern between length and extent of

volunteering for board members, the more they are in the organisation the more they input their time. For regular volunteers the pattern is exactly opposite: the more they volunteer the less they tend to input their time. But it is seen that board members do not input more than 20 hours a week.

2.3. Analysis of data obtained during the study

In order to get to know the importance of the motivational factors for the volunteers of ESN, the researcher has compared the mean values of each motivational factor to get to know how highly ESN members rate them. Among the whole sample the most important factor turned out to be Communication (4.3). Recognition (4.2), Participation (4.2) and Support (4.2) have received a slightly smaller value, but the differences are not statistically significant. Considering volunteers and board members separately allows us to see the difference between the two groups and within each sample. For volunteers all motivational factors are equally important by their rating, except for Material Incentives, which was rated a lot lower. A clearer difference between mean values can be seen for board members the: the most important is Communication (4.7), then Recognition (4.4), Support (4.4) and Participation (4.3). least important factor for all sample groups turned out to be Material incentives, which has received a clearly lower score than others (Table 3).

Table 3.
Assessing the importance of motivational factors for ESN volunteers.

Descriptive statistics.

Sample	Motivational factor	N	Min	Max	Mean	Std. Dev.	Se
	Recognition	50	1	5	4.2	1.060	0.15
	Participation	50	1	5	4.2	0.969	0.14
Full sample	Communication	50	2	5	4.3	0.872	0.12
	Material incentives	50	1	5	3.1	1.069	0.15
	Support	50	2	5	4.2	0.790	0.11
	Recognition	33	2	5	4.2	0.983	0.17
	Participation	33	2	5	4.2	0.795	0.14
Volunteers	Communication	33	2	5	4.2	0.917	0.16
	Material incentives	33	1	5	3.1	1.100	0.19
	Support	33	3	5	4.2	0.712	0.12
	Recognition	17	1	5	4.4	1.222	0.30
Board members	Participation	17	1	5	4.3	1.263	0.31
	Communication	17	3	5	4.7	0.702	0.17
	Material incentives	17	1	5	3.2	1.033	0.25

Support	17	2	5	4.4	0.931	0.23

Note: Values were rated on a 1-5 Likert scale.
Source: Compiled by the author based on calculations in R

ANNEX C shows the analysis of the 16 motivational methods. All motivational methods were combined into five main motivational factors to ease future research and to see the picture in a more concrete way. To analyse motivational methods only board members results were used as it was impossible to combine the results both volunteers and board members together because perspectives of the answers were different for each group.

Almost all motivational methods have a mean value of 5.5 and higher which is higher than the mean value of the scale, except for material incentives. The highest was rated Participation (6.4), which consisted of such motivational methods as respectful treatment of volunteers (6.5), freedom to choose own tasks (6.3) and the opportunity to advance own abilities and competencies (6.4). It is seen that participation methods are used very often in the organisation. Support and Recognition are also used quite often and on the same level have received an equally high mean value. Support (5.7) included encouragement of further training (6.1), help in reconciling work/school with volunteering (flexibility to work) (5.7) and close contact between board and volunteers (5.5). Recognition (5.7) has the smallest spread between each motivational method: appreciation of work done (5.8), recognition of engagement (5.5) and honouring of services through symbolic awards (5.9).

As of communication (5.5), receiving information about important developments in the club (5.9) that was rated higher than other methods in this category: communication of organisation goals (5.4) and constructive feedback (5.3).

Material incentives (4.7) has the lowest mean value of all factors analysed (Figure 4). The answers for this factor are widely distributed. The reason behind this is that in the organisation not all of the given material incentives might be actively used. It is seen that such motivational methods as financial remuneration (e.g., salary, bonuses, tips) (2.1) and gifts on special occasions (3.8), have a very low rating, but they are not equal to 0, which does not allow the author to exclude them from the further research. The other two methods describing material incentives: reimbursement of costs (6.6) and perks (e.g., reduced/free admission to events) (6.2), have the highest mean values among all motivational methods.
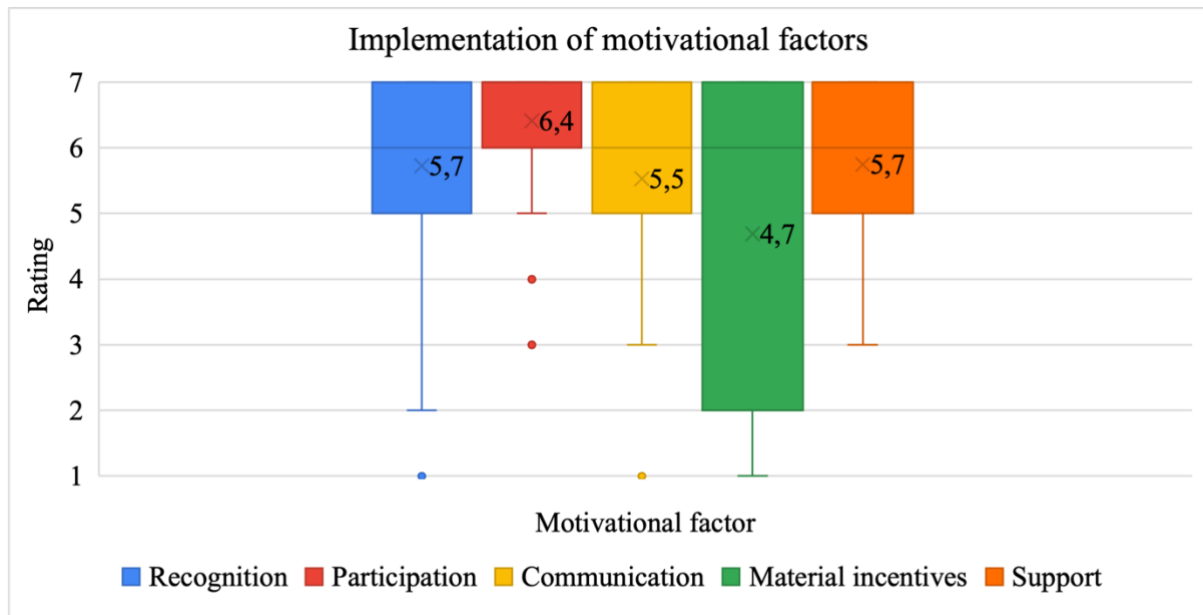
Figure 4. Implementation of motivational factors by board members rated on a 7-point scale. Source: Compiled by author based on ANNEX E.

The mean difference between the two samples were compared to analyse the extent to which the benefits provided are valued in the organisation. To get to know the significance of the difference the 2-sample t-test was conducted for each factor between volunteers and board members answers. It is seen that the numbers received from board members are higher than the ones of the volunteers for every motivational factor, except for material incentives. This means that board members rate the implementation on a higher level than volunteers value receiving them. The only negative result has accrued for the difference of means for Material Incentives, which might have appeared due to the misunderstanding of the questions asked or due to an insufficient amount of experience within this context. The smallest mean difference between two samples is seen for Recognition ($t = 0.41$, $p > 0.05$), Material Incentives ($t = 0.57$, $p > 0.05$) and Communication ($t = 0.92$, $p > 0.05$), all three factors showed no statistical significance (Table 4). Thus it can be conducted that volunteers are receiving these methods on the same level as volunteers provide them. The only statistically significant difference was seen for Participation ($t = 2.07$, $p < 0.05$) and Support ($t = 2.16$, $p < 0.05$). As the conclusion of this, it can be said that volunteers do not receive those factors on a level that board members believe they are giving.

Among the 16 motivational methods, the only statistically significant difference was seen for "Help in reconciling work/school with volunteering" ($t = 2.26$, $p < 0.01$), and for

"Reimbursement of costs" (t = 2.26, p < 0.05) (ANNEX D). All other motivational methods have difference that are considered to be not statistically significant (p < 0.05).

Table 4.
Estimation of implementation of the motivational factors by volunteers and board members rated on a 1-7 scale.

Two-sample t-test results.

Motivational factor	Sample	N	Std. Dev.	Mean	Mean BM - V	SE of difference	t - value	t-test p-value
Recognition	Volunteer	99	1.17	5.64	0.09	0.220	0.41	0.686
	Board member	51	1.46	5.73				
Participation	Volunteer	99	1.09	6.04	0.37	0.179	2.07*	0.040
	Board member	51	0.94	6.41				
Communication	Volunteer	99	1.17	5.32	0.21	0.224	0.92	0.359
	Board member	51	1.53	5.53				
Material incentives	Volunteer	132	1.90	4.87	-0.18	0.314	0.57	0.567
	Board member	68	2.46	4.69				
Support	Volunteer	99	1.49	5.22	0.52	0.242	2.16*	0.033
	Board member	51	1.23	5.75				

Note: * for 0,01<P<0,05
Source: Compiled based on author's calculations in R.

The overall level of satisfaction with the motivational system in ESN was 5.1 (out of 7) for volunteers and 5.2 (out of 7) for board members (Figure 5). The difference in those numbers is not statistically significant. (p-value >0.05, t = 0.15). If we aggregate the two samples together and use a common outcome, the overall satisfaction level with the motivational system of ESN id 5.1 (out of 7).
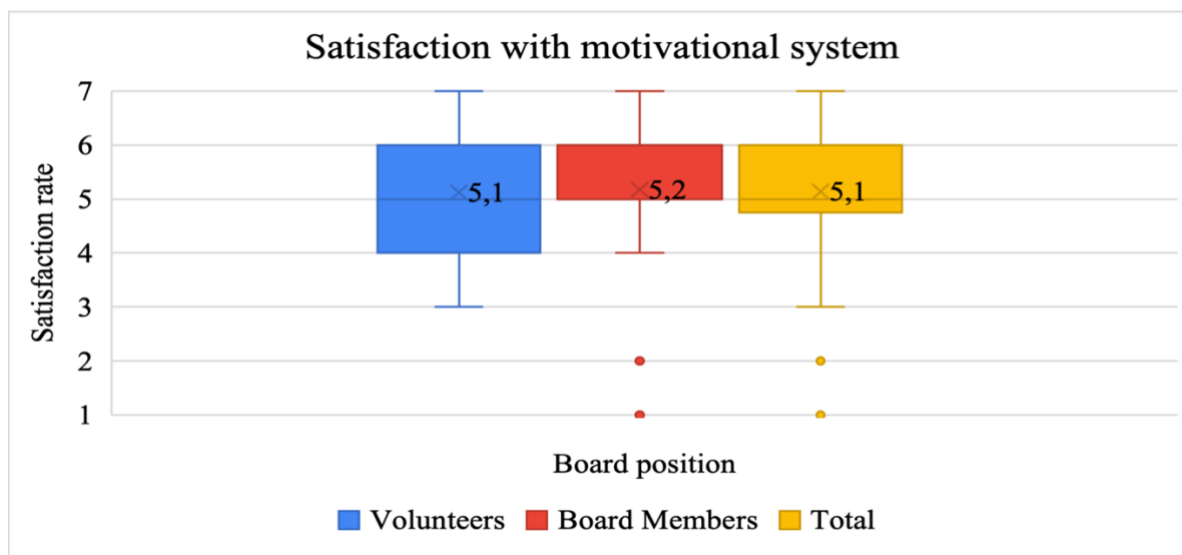
Figure 5. Overall satisfaction of volunteers (Std. Dev. 1.03) and board members (Std. Dev. 1.59) with motivational system used in ESN rated on a 1-7 Likert scale.

Source: Compiled by the author based on ANNEX F.

The researcher also included into the research questions to get to know if board members have enough knowledge and budgeting in the organisation, as this may be one of the reasons impeding provision of motivation to others. Knowledge was rated a little higher than average (5.4 out of 7), it has a right tilted histogram, which shows that board members in the organisation believe that they have a good level of knowledge to motivate the volunteers, but there is room for learning more. Budget on the other hand shows a similar mean value to knowledge, thus, the histogram is flat, which indicates that not all board members agree that there is enough budget given for motivating volunteers (ANNEX G).

2.5. Discussion

Considering the theoretical views and empirical results, the author will present the conclusions obtained from the volunteers and board members of the Erasmus Student Network Estonia and will give recommendations for improvement of current motivational system.

This research has shown that all motivational factors are important for the volunteers, but on a different level. The most important factors for volunteers are the ones that require input of another individual's time or energy and emotions into them: Communication, Support and Recognition. The author concludes that the factors which involve a second person's participation in them are the best ways to motivate the volunteers. This confirms the outcomes of the study of Käger et.al (2018), where they have found that appreciation and

recognition by others is the best motivation that a volunteer can get as well as study of Vene (2007). The highest expectations of volunteers are aimed at factors that do not require a lot of professional training. In general, the company has both material and nonmaterial approaches to motivate people in the organisation. It is also clearly seen that volunteers of ESN are not driven or motivated by material rewards or perks even though they do receive some of them as a bonus. Table 5 puts all motivational methods in order by their importance for easier comprehension.

Table 5.
Motivational methods in the order of importance for different sample groups (N).

Rank of importance	Motivational factor
1	Communication
2	Support and Recognition
3	Participation
4	Material incentives

Note: Values were rated on a 1-7 Likert scale.
Source: Compiled by the author based on Table 4.

The overall satisfaction level shows that both volunteers (5.1) and board members (5.2) are generally satisfied with the motivational package that they are currently getting, but there is room for improvement. A widespread among the answers of board members drags attention to the fact that a few of them are completely dissatisfied with the current motivational system.

Comparing to the other motivational factors, board members are using Participation (6.4) the most, even though the study shows that it is not the most important factor neither for volunteers nor for themselves. The biggest answer spread was seen for Support and Material incentives, which indicates that in these groups some of the methods might be used on a higher level and some on a lower one or not at all.

Board members should encourage volunteers more for further trainings and give them more opportunities to advance their own talents and learn new skills. For example, ESN board members could make group trainings where they are teaching others how to fill their shoes, or in other words tow do their job. Another good way to bring people together is to play group games together. Games are not only fun, but they are very often aimed at improving teamwork skills, developing communication and mental abilities. Such way of inclusion is also a great for showing members of the organisation how close they all are with the board and each other.

The analyses of implementation attempted to show which of the motivational methods are used in the organisation and which are not. All motivational methods, except for "Financial remuneration" and "Gifts on special occasions" are definitely used in the organisation. A low mean might have been a result of either not using the method at all or using at a very poor level. For this reason, the author did not exclude these motivational methods out of the research to avoid making a probable mistake. In order to eliminate factors that are not used in ESN at all a qualitative analysis should be conducted. The fact that material incentives are not at all important for the volunteers goes in line with findings of Barron and Rihhova (2011), Mukwashi et al. (2018) and Sauer et al. (Sauer et al., 2020)

The weakest point in the motivational system of ESN at the moment is seen within volunteer Support and Participation. Volunteers have higher expectations for those factors than board members think they are fulfilling. In order to fill these gaps, board members should pay more attention to how they treat volunteers, as they should be only treated with respect, and they should be shown appreciation and recognition as well. Board members should show more of their emotions, as this positively influences volunteers (Käger et al., 2018). It is possible that board members may not know that volunteers in the organization do not receive these factors at the level that they need, although they think that they are doing all that is dependent on them. It was observed that the factors that were rated as the most important ones for volunteers were rated lower than others, which might be the reason for this difference, as volunteers can be overly picky, critical and demanding of board members on the factors that are the most important and that worry them the most.

ESN is a non-profit organisation and everyone in it is a regular student at the beginning. As time goes by, lifestyles of people might change according to the big developments in their lives. Volunteering is an act of free will and it should not affect studies or work in any way, but sometimes these parts of life conflict with each other. As research has shown, volunteers receive not enough help in reconciling their studies or work with volunteering and thus they are not flexibility to work. Kadak (2017) has also found in his research that volunteering can sometimes take too much time. Both volunteers and members of the organisation should appreciate each other's time and values and figure out a system in which if a person cannot fulfil his tasks right away, others should be ready to help him out. But this will only work in case the person comes clear and states that he needs help. To avoid situations where tasks are not completed by the deadline, each volunteer should know that he has an opportunity to receive help which can and should be discussed during the common meetings.

Board members of ESN must also support each other. If in the case of the budget they cannot in any way independently influence their organization, then in the case of knowledge they can. Sharing their own knowledge, or vice versa sharing the topics where there is a lack of knowledge might help increase the level of knowledge of all board members within the organisation. In case the board member is way too shy, or in case a volunteer himself wants to increase the level of motivation of others, he might try and reflect on his actions first, then analyse the factors that are important for himself and then implement them to the others.

Recommendations for improvement of the motivational system

Limitations

Because the questionnaire for this survey was composed to be as short as possible some important topics were not fully covered, which was an omission of the author. In case of conducting a similar research, the author should include additional questions in order to figure out how satisfied the volunteers are with receiving each motivational method separately, to get to know if individual expectations are met.

It is important to notice that this way of analysing the motivational system might not be the most accurate as it does not take into account all factors that might be influencing the research, such as lack of physical meetings due to the active coronavirus pandemic.

Further research

The representatives of the organisation should look more carefully after its volunteers and listen to their opinion. The easiest way to do so is by collecting quantitative or qualitative feedback from the volunteers from time to time. Author suggests doing so at least 1-2 times each semester, as one semester is the shortest period of time for a board member reign. If the collection of feedback is conducted less rarely, the board will receive important information about their actions and changes in action. This research can be used as a base for collecting feedback in future. It is also important to pay careful attention to each member of the organisation individually. It is important to show that the organisation takes care of all members, including board members as well. It is recommended to specify and adjust the activities considering the expectations of volunteers in each ESN section separately (Pauline & Pauline, 2009).

Further questions to focus on could be researching each board member individually. It is important for the organisation to understand how it can help not only it's volunteers but board members as well to raise the overall level of satisfaction throughout the organization. Views of board members on the current motivational system of ESN could be looked at in a qualitative research to understand which spots need attention and change.

It would be also very useful to conduct a research among past volunteers to get to know if the situation before pandemic was different and if the lack of physical meetings has affected the results of this research. This will also give an overview of the historical development and differences within generations and time. Furthermore, for providing recommendations, it will be possible to get to know past volunteers' experiences after ESN work life and overall contribution of ESN volunteer work to their life.

ORGANIZATIONAL METHODS OF MOTIVATING VOLUNTEERS

Summary

Volunteers are the most important target group for non-profit organizations. A lot of work has been done so far on the topic of volunteering, but very little research has focused on the concept of organisational motivation. There is very little amount of research conducted in the organisations of Estonia. The growing number of passive volunteers and a decrease of active volunteers in Estonia demonstrates that research is required.

In the theoretical part, different points of view have been presented in this work regarding the involvement in organizations, as well as the motivational factors of voluntary organizations and voluntary work. The author investigates various methods of stimulating and motivating volunteers to figure out what do volunteers value the most in volunteering. The expectation-based typology of Egli et al. (2014) explains very well what do volunteers expectations consist of and what are volunteers searching for from the organisation when starting to volunteer. It is important to understand that each volunteer has certain expectations when volunteering and the key to maintaining volunteers is to fill these expectations. Some are searching for support, some communication and participation, recognition, and some material incentives. It is known that the better the expectations are met, the higher is the willingness of the volunteer to stay and act in the organisation. A lot of authors have researched different sides of volunteer motivation and have found that each motivational system consists of at least a few of these motivational factors.

The current motivational system of ESN in Estonia was analysed in this research. The typology of Egli et al. (2014) was taken as a basis to understand if certain motivational methods of this typology are used in ESN. According to the results of the survey suggestions for improvement of the system will be given. The research questions that were analysed in this study are the importance of the motivational factors, the extent on which the benefits provided are valued, the comparison of how volunteers receive the motivational methods to how the board members provide those and finally the satisfaction with the motivational level was tested.

Quantitative data was collected for this bachelor's thesis from fifty members (64% are men; 66% are employed) of the organization, who are either regular volunteers (N=17) or have been board members (N=33) within the past academic year. Of the sample, the length of volunteering for 62% is 1-3 years, which gives us results of people who have been in ESN both during the pandemic and before it.

The author found that in the organisation all motivational methods are used, but all on different levels; participation, recognition and support are being used on the highest level.

Unfortunately, board members underappreciate the high expectations of volunteers regarding participation and support and believe that they are doing their best, but volunteers do not receive on the same high level. Volunteers were found to be very critical of factors such as communication, support and recognition as they are the most important to them. The author concludes that the factors which involve a second person's participation in them are the best ways to motivate volunteers. It was also found that both volunteers and board members are on the same level satisfied with the motivational system of ESN, but there is room for improvement.

Suggestions for improvement include holding games and training within the organisation to learn and improve important skills; to make it common knowledge that it is important to help each other out when someone is asking for it. another recommendation concerned board members to listen and help each other to share and gain knowledge. In order for these recommendations to work it is important to encourage both volunteers and board members to speak up about what is on their mind and if they are in need of assistance or help;

It is recommended to consider both volunteers' and board members' individual views on the motivational system and conduct qualitative research in order to make changes according to the individual expectations. It is also useful to conduct a collection of feedback at least 1-2 times each semester to know how well did the changes work.

Reference list

1. Allison, L. D., Okun, M. A., & Dutridge, K. S. (2002). Assessing volunteer motives: A comparison of an open-ended probe and Likert rating scales. *Journal of Community & Applied Social Psychology*, *12*(4), 243–255. https://doi.org/10.1002/casp.677

2. Barron, P., & Rihova, I. (2011). Motivation to volunteer: A case study of the Edinburgh International Magic Festival. *International Journal of Event and Festival Management*, *2*(3), 202–217. https://doi.org/10.1108/17582951111170281

3. Batueva, V. (2013). *Vabatahtlikus tegevuses osalemine Eestis 2013*. 89.

4. Boezeman, E. J., & Ellemers, N. (2008). Volunteer recruitment: The role of organizational support and anticipated respect in non-volunteers' attraction to charitable volunteer organizations. *Journal of Applied Psychology*, *93*(5), 1013–1026. https://doi.org/10.1037/0021-9010.93.5.1013

5. Burns, D., Reid, J., Toncar, M., Fawcett, J., & Anderson, C. (2006). Motivations to volunteer: The role of altruism. *International Review on Public and Nonprofit Marketing*, *3*, 79–91. https://doi.org/10.1007/BF02893621

6. Bussell, H., & Forbes, D. (2002). Understanding the volunteer market: The what, where, who and why of volunteering. *International Journal of Nonprofit and Voluntary Sector Marketing*, *7*(3), 244–257. https://doi.org/10.1002/nvsm.183

7. Cambridge English Dictionary. (n.d.). *'NON-PROFIT' meaning in the Cambridge English Dictionary*. Retrieved 5 January 2021, from https://dictionary.cambridge.org/dictionary/english/non-profit

8. Cho, M., Bonn, M. A., & Han, S. J. (2018). Generation Z's Sustainable Volunteering: Motivations, Attitudes and Job Performance. *Sustainability*, *10*(5), 1400. https://doi.org/10.3390/su10051400

9. Clary, E., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*. https://doi.org/10.1037/0022-3514.74.6.1516

10. Cnaan, R., & Goldberg-Glen, R. (1991). Measuring Motivation to Volunteer in Human Services. *The Journal of Applied Behavioral Science*, *27*, 269–284. https://doi.org/10.1177/0021886391273003

11. Davõdova, L. (2016). *TÖÖTAJATE MOTIVATSIOON JA SELLE TÕSTMISE VÕIMALUSED ETTEVÕTTE PALDISKI SADAMATE AS NÄITEL*. TALLINNA TEHNIKAÜLIKOOL TALLINNA KOLLEDŽ.

12. Dekker, P., & Halman, L. (2003). Volunteering and Values. In *The Values of Volunteering: Cross-Cultural Perspectives* (pp. 1–17). Springer US. https://doi.org/10.1007/978-1-4615-0145-9_1

13. Egli, B., Schlesinger, T., & Nagel, S. (2014). Expectation-based types of volunteers in Swiss sports clubs. *Managing Leisure*, *19*(5), 359–375. https://doi.org/10.1080/13606719.2014.885714

14. Erasmus Student Network AISBL. (2019a). *ESN Annual Report 2018-2019*. Issuu. https://issuu.com/esnint/docs/esn_annualreport_web

15. Erasmus Student Network AISBL. (2019b). *ESNsurvey 2019: Active citizenship and student exchange in light of the European elections*. Issuu. https://issuu.com/esnint/docs/esnsurvey_2019

16. ESN Estonia. (2018, July 9). *ESN in Estonia*. ESN Estonia. https://www.esn.ee/estonia_new/esn-estonia

17. Gage, R. L., & Thapa, B. (2012). Volunteer Motivations and Constraints Among College Students: Analysis of the Volunteer Function Inventory and Leisure Constraints Models. *Nonprofit and Voluntary Sector Quarterly*, *41*(3), 405–430. https://doi.org/10.1177/0899764011406738

18. Hallmann, K., & Harms, G. (2012). Determinants of volunteer motivation and their impact on future voluntary engagement: A comparison of volunteer's motivation at sport events in equestrian and handball. *International Journal of Event and Festival Management*, *3*(3), 272–291. https://doi.org/10.1108/17582951211262701

19. Handy, F., Cnaan, R. A., Hustinx, L., Kang, C., Brudney, J. L., Haski-Leventhal, D., Holmes, K., Meijs, L. C. P. M., Pessi, A. B., Ranade, B., Yamauchi, N., & Zrinscak, S. (2010). A Cross-Cultural Examination of Student Volunteering: Is It All About Résumé Building? *Nonprofit and Voluntary Sector Quarterly*, *39*(3), 498–523. https://doi.org/10.1177/0899764009344353

20. Harp, E. R., Scherer, L. L., & Allen, J. A. (2017). Volunteer Engagement and Retention: Their Relationship to Community Service Self-Efficacy. *Nonprofit and Voluntary Sector Quarterly*, *46*(2), 442–458. https://doi.org/10.1177/0899764016651335

21. Järve, J. (2019). *Eesti ühingute statistiline ülevaade*. Eesti Rakendusuuringute Keskus Centar. https://centar.ee/wp-content/uploads/2019/08/2019.06.13-Eesti-%C3%BChingute-statistiline-%C3%BClevaade-l%C3%B5plik-1.pdf

22. Kaarna, R., & Noor, K. (2013). *Ülevaade vabatahtliku töö majandusliku ja sotsiaalse väärtuse hindamise võimalustest*. 35.

23. Kadak, S. (2017). *Kommunikatsioonitegevused vabatahtlike kaasamiseks ja hoidmiseks* [Thesis, Tartu Ülikool]. https://dspace.ut.ee/handle/10062/56861

24. Käger, M., Lauring, M., Pertšjonok, A., Kaldur, K., & Nahkur, O. (2018). *Vabatahtlikus tegevuses osalemise uuring 2018*. 138.

25. Kuusik, P. (2019, juuni). *Uuring kinnitab: Omatulu teenivate MTÜ-de osakaal kasvab*. https://www.siseministeerium.ee/et/uudised/uuring-kinnitab-omatulu-teenivate-mtu-de-osakaal-kasvab

26. Malinen, S., & Harju, L. (2017). Volunteer Engagement: Exploring the Distinction Between Job and Organizational Engagement. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, *28*(1), 69–89. https://doi.org/10.1007/s11266-016-9823-z

27. Mannell, R. C., & Kleiber, D. A. (1997). A social psychology of leisure. *A Social Psychology of Leisure.* https://www.cabdirect.org/cabdirect/abstract/19981800757

28. Maslow, A. (1955). Deficiency motivation and growth motivation. In *Nebraska symposium on motivation: 1955* (pp. 1–30). University of Nebraska Press.

29. Mikołajczak, A. Z., Paweł. (2020). *HOW TO BE A SUCCESSFUL ORGANIZATION? THE CHALLENGES OF CONTEMPORARY NGO*. Academic Publisher FNCE.

30. Mohnacki, T., & Gouveia, H. S. (2020). *Erasmus Student Network for student and youth organisations.* [ESN Toolbox]. https://wiki.esn.org/pages/viewpage.action?spaceKey=ET&title=Organisational+Man agement&preview=/7635036/85360672/ESN%20for%20NGOs.pdf

31. Mukwashi, A. K., Chrobok, V., & Minani, M. (2018). State of the world's volunteerism report (SWVR) team. *UN Volunteers*, 144.

32. Musick, M. A., & Wilson, J. (2007). *Volunteers: A Social Profile*. Indiana University Press.

33. Pauline, G., & Pauline, J. S. (2009). Volunteer motivation and demographic influences at a professional tennis event. *Team Performance Management: An International Journal*, *15*(3/4), 172–184. https://doi.org/10.1108/13527590910964946

34. Penner, L. A. (2002). Dispositional and Organizational Influences on Sustained Volunteerism: An Interactionist Perspective. *Journal of Social Issues*, *58*(3), 447–467. https://doi.org/10.1111/1540-4560.00270

35. Płucienniczak, M. (2020, July 22). *ESN Structure*. ESN Wiki. https://wiki.esn.org/pages/viewpage.action?spaceKey=EST&title=ESN+Structure+Home

36. Riigi Teataja. (2018). *Äriregistri, mittetulundusühingute ja sihtasutuste registri, korteriühistute registri ning kommertspandiregistri elektrooniliste andmete väljastamise eest võetava tasu suuruse ja nende isikute loetelu, kellele väljastatakse äriregistri, mittetulundusühingute ja sihtasutuste registri, korteriühistute registri ning kommertspandiregistri elektroonilisi andmeid tasuta, kinnitamine*. Riigi Teataja. https://www.riigiteataja.ee/akt/123122017002

37. Sauer, R. M., Wilson, J., & Mantovan, N. (2020). The economic benefits of volunteering and social class. *Social Science Research*, *85*, 102368. https://doi.org/10.1016/j.ssresearch.2019.102368

38. Siseministeerium. (n.d.). *Üldandmed ja statistika*. Siseministeerium. Retrieved 10 December 2020, from https://www.siseministeerium.ee/et/eesmark-tegevused/kodanikuuhiskond/uldandmed-ja-statistika

39. Siseministeerium. (2006). *Vabatahtliku tegevuse arengukava 2007-2010*. https://vabatahtlikud.ee/UserFiles/arengukava/vta_2007_2010_31_jaan_2007.pdf

40. Siseministeerium. (2019). *Kodanikuühiskonna arengukava mõjude vahehindamine*. Siseministeerium. https://www.siseministeerium.ee/sites/default/files/dokumendid/Uuringud/Kodanikuyhiskond/2019_kodanikuuhiskonna_arengukava_mojude_vahehindamine.pdf

41. Smith, D. H. (1994). Determinants of Voluntary Association Participation and Volunteering: A Literature Review. *Nonprofit and Voluntary Sector Quarterly*, *23*(3), 243–263. https://doi.org/10.1177/089976409402300305

42. Stebbins, R. A. (1992). *Amateurs, Professionals, and Serious Leisure*. McGill-Queen's Press - MQUP.

43. Stojanović, T. (2020, July 11). *ESN Basic: How does ESN work?* ESN Wiki. https://wiki.esn.org/pages/viewpage.action?pageId=7635003

44. Thoits, P. A., & Hewitt, L. N. (2001). Volunteer Work and Well-Being. *Journal of Health and Social Behavior*, *42*(2), 115–131. https://doi.org/10.2307/3090173

45. Vene, K. (2007). *Noorte organisatsiooniline kuuluvus siirdeaja Eestis: Motiivid ja eesmärgid individualiseerumisteooria kontekstis* [Thesis, Tartu Ülikool]. https://dspace.ut.ee/handle/10062/15700

46. Wilson, A., & Pimm, G. (1996). The tyranny of the volunteer: The care and feeding of voluntary workforces. *Management Decision*, *34*(4), 24–40. https://doi.org/10.1108/00251749610115134

47. Wilson, J. (2000). Volunteering. *Annual Review of Sociology*, *26*(1), 215–240. https://doi.org/10.1146/annurev.soc.26.1.215

48. Wymer, W. W. J. (1997). Segmenting Volunteers Using Values, Self-Esteem, Empathy, and Facilitation as Determinant Variables. *Journal of Nonprofit & Public Sector Marketing*, *5*(2), 3–28. https://doi.org/10.1300/J054v05n02_02

49. Wymer, W. W. J., & Self, D. R. (1999). Major Reasearch Studies: An Annotated Bibliography of Marketing to Volunteers. *Journal of Nonprofit & Public Sector Marketing*, *6*(2–3), 107–164. https://doi.org/10.1300/J054v06n02_06

ANNEX A

Survey questions

Section 1.

Dear volunteer of ESN, please take 6 minutes to fill in this questionnaire. This survey is created to the current volunteer motivation system of ESN. The information collected will be used by Ksenija Poltavets in her thesis: "Methods of motivating volunteers". Your answers are anonymous. Please be honest in your answers. Please choose the answer that is correct for you:

A. Gender
   a. Man
   b. Woman

B. Were you holding a board position in ESN within the last academic year?
   a. Yes
   b. No

C. Length of volunteering in ESN?
   a. < 1 year
   b. 1 - 3 years
   c. 3 < years

D. Extent of volunteering in ESN (hours/week)
   a. < 5 hours/week
   b. 5 - 10 hours/week
   c. 11 - 20 hours/week
   d. 21 - 40 hours/week
   e. 40 < hours/week

E. Are you currently employed?
   a. Yes
   b. No

Section 2.1.

As a volunteer (member of ESN), from ESN I receive:

Please indicate how accurate each of the 16 possible statements are for you in doing volunteer work at ESN on a seven-point rating scale that ranges from one "I do not agree at all" to seven "I fully agree".

Recognition

    A. Appreciation of work done

    B. Recognition of engagement by other members

    C. Honouring of services through symbolic awards (gifts for my achievements)

Participation

    D. Respectful treatment of volunteers

    E. Freedom to choose own tasks

    F. Opportunity to advance own abilities and competencies (learn new skills)

Communication

    G. Information about important developments in the club

    H. Communication of organisation goals

    I. Constructive feedback

Material incentives

    J. Reimbursement of costs

    K. Gifts on special occasions (e.g. birthday, graduation)

    L. Financial remuneration

    M. Perks (e.g. reduced/free admission to events)

Support

    N. Encouragement of further training by management

    O. Help in reconciling work or training with volunteering

    P. Close contact between management and volunteers

Section 2.2

As a board member of ESN, I give/provide volunteers:

Please indicate how accurate each of the 16 possible statements are for you in doing volunteer work at ESN on a seven-point rating scale that ranges from one "I do not agree at all" to seven "I fully agree".

Recognition

    A. Appreciation of work done

    B. Recognition of engagement by other members

    C. Honouring of services through symbolic awards (gifts for my achievements)

Participation

    D. Respectful treatment of volunteers

    E. Freedom to choose own tasks

    F. Opportunity to advance own abilities and competencies (learn new skills)

Communication

    G. Information about important developments in the club

    H. Communication of organisation goals

    I. Constructive feedback

Material incentives

    J. Reimbursement of costs

    K. Gifts on special occasions (e.g. birthday, graduation)

    L. Financial remuneration

    M. Perks (e.g. reduced/free admission to events)

Support

    N. Encouragement of further training by management

    O. Help in reconciling work or training with volunteering

    P. Close contact between management and volunteers

Additional questions

    Q. I have enough knowledge to motivate ESN members

    R. ESN has enough material incentives to motivate members

Section 3.

    A. How satisfied (overall) are you with the motivational system of ESN? (1 "Not at all satisfied; 7 "Very satisfied")

    B. Rank each motivational method according to how important it is for you while volunteering (1 "Not important at all", 5 "Extremely important").

- Recognition;
- Participation;
- Communication;
- Material incentives;
- Support.

ANNEX B

General information about the sample of the survey.

Descriptive statistics.

Characteristic	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Gender	50	1.64	0.48	2	1	2	-0.57	-1.71	0.07
Board position	50	1.34	0.48	1	1	2	0.66	-1.6	0.07
Length of volunteering (years)	50	1.94	0.62	2	1	3	0.03	-0.47	0.09
Extent of volunteering (hours/week)	50	2.66	1.75	2	1	5	0.43	-1.63	0.25
Employment	50	1.66	0.48	2	1	2	-0.66	-1.6	0.07
Knowledge	17	5.35	0.996	6	3	7	-0.69	-0.24	0.24
Budget	17	5.29	1.611	5	1	7	-0.87	0.44	0.39

Note: Values were rated on a 1-7 Likert scale.

Source: Authors' calculations in R.

ANNEX C

Analysis of the motivational methods are used in ESN.

Reception of motivational methods rated by volunteers and board members of ESN.

Descriptive statistics.

Volunteers									
Motivational method	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Appreciation of work done.	33	5.85	1.034	6	4	7	-0.36	-1.14	0.18
Recognition of engagement by other members.	33	5.55	1.148	5	3	7	-0.17	-1.05	0.2
Honouring of services through symbolic awards.	33	5.52	1.326	6	3	7	-0.27	-1.32	0.23
Respectful treatment of volunteers.	33	6.18	0.983	6	4	7	-0.93	-0.31	0.17
Freedom to choose own tasks.	33	6.09	1.042	6	4	7	-0.66	-0.99	0.18
Opportunity to advance own abilities and competencies.	33	5.85	1.228	6	3	7	-0.51	-1.09	0.21
Information about important developments in the club.	33	5.61	1.197	6	3	7	-0.3	-1.16	0.21

Motivational method	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Communication of organisation goals.	33	5.33	0.957	5	4	7	0.36	-0.87	0.17
Constructive feedback.	33	5.03	1.287	5	3	7	-0.14	-1.21	0.22
Reimbursement of costs.	33	6.09	1.011	6	3	7	-1.05	0.72	0.18
Gifts on special occasions.	33	4.3	1.380	4	2	7	-0.05	-0.6	0.24
Financial remuneration.	33	3.09	1.739	3	1	7	0.25	-0.95	0.3
Perks (reduced/free admission to events).	33	6	1.521	7	1	7	-1.81	2.66	0.26
Encouragement of further training.	33	5.3	1.468	6	2	7	-0.4	-1.04	0.26
Help in reconciling work/school with volunteering.	33	4.79	1.341	5	2	7	0.07	-0.97	0.23
Close contact between board and volunteers.	33	5.58	1.582	6	1	7	-1.1	0.52	0.28
Board Members									
Motivational method	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Appreciation of work done.	17	5.82	1.380	6	2	7	-1.18	0.89	0.33
Recognition of engagement by other members.	17	5.47	1.546	6	2	7	-1.14	0.27	0.37
Honouring of services through symbolic awards.	17	5.88	1.495	6	1	7	-2.03	3.95	0.36
Respectful treatment of volunteers.	17	6.53	1.007	7	3	7	-2.49	5.92	0.24
Freedom to choose own tasks.	17	6.29	0.920	7	5	7	-0.56	-1.64	0.22
Opportunity to advance own abilities and competencies.	17	6.41	0.939	7	4	7	-1.25	0.26	0.23
Information about important developments in the club.	17	5.88	0.993	6	4	7	-0.51	-0.9	0.24
Communication of organisation goals.	17	5.41	1.583	6	1	7	-1.27	1.14	0.38

Constructive feedback.	17	5.29	1.896	6	1	7	-1.18	0.32	0.46
Reimbursement of costs.	17	6.65	0.862	7	4	7	-2.08	3.06	0.21
Gifts on special occasions.	17	3.82	2.298	4	1	7	-0.06	-1.68	0.56
Financial remuneration.	17	2.06	1.478	1	1	5	0.78	-1.22	0.36
Perks (reduced/free admission to events).	17	6.24	1.522	7	2	7	-1.78	1.8	0.37
Encouragement of further training.	17	6.06	0.966	6	4	7	-0.5	-1.08	0.23
Help in reconciling work/school with volunteering.	17	5.71	1.404	6	3	7	-0.78	-0.86	0.34
Close contact between board and volunteers.	17	5.47	1.281	5	3	7	-0.19	-1.27	0.31

Note: Values were rated on a 1-7 Likert scale.
Source: Authors' calculations in R.

ANNEX D

Estimation of implementation of the motivational methods by volunteers and board members.
Two-sample t-test results.

Motivational method	Board members mean value	Volunteers mean	Mean difference (BM-V)	SE of difference	t-value
Appreciation of work done.	5.8	5.9	-0.1	-	-
Recognition of engagement by other members.	5.5	5.6	-0.1	-	-
Honouring of services through symbolic awards.	5.9	5.5	0.4	-	-
Respectful treatment of volunteers.	6.5	6.2	0.3	-	-
Freedom to choose own tasks.	6.3	6.1	0.2	-	-
Opportunity to advance own abilities and competencies.	6.4	5.9	0.6	0.34	1.66
Information about important developments in the club.	5.9	5.6	0.3	-	-
Communication of organisation goals.	5.4	5.3	0.1	-	-
Constructive feedback.	5.3	5.0	0.3	-	-
Reimbursement of costs.	6.7	6.1	0.6	0.29	1.93*

Gifts on special occasions.	3.8	4.3	-0.5	-	-
Financial remuneration.	2.1	3.1	-1.0	-	-
Perks (reduced/free admission to events).	6.2	6.0	0.2	-	-
Encouragement of further training.	6.1	5.3	0.8	0.34	1.91
Help in reconciling work/school with volunteering.	5.7	4.8	0.9	0.41	2.26**
Close contact between board and volunteers.	5.5	5.6	-0.1	-	-

Note: ** for P<0,01, * for 0,01<P<0,05
Note: Values were rated on a 1-7 Likert scale.
Source: Authors' calculations in R.

ANNEX E

Motivational factors used in ESN, rated by volunteers and board members of ESN.
Descriptive statistics.

Motivational Factor	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Sample: Volunteers									
Recognition	99	5.6	1.17	6	3	7	-0.34	-0.97	0.12
Participation	99	6.0	1.09	6	3	7	-0.76	-0.59	0.11
Communication	99	5.3	1.17	5	3	7	-0.15	-0.83	0.12
Material incentives	132	4.9	1.90	5	1	7	-0.62	-0.66	0.17
Support	99	5.2	1.49	5	1	7	-0.49	-0.56	0.15
Sample: Board members									
Recognition	51	5.7	1.46	6	1	7	-1.64	2.57	0.20
Participation	51	6.4	0.94	7	3	7	-1.68	2.58	0.13
Communication	51	5.5	1.53	6	1	7	-1.56	2.60	0.21
Material incentives	68	4.7	2.46	6	1	7	-0.50	-1.43	0.30
Support	51	5.8	1.23	6	3	7	-0.70	-0.49	0.17

Note: Values were rated on a 1-7 Likert scale.
Note: Factor Material incentives included 4 motivational methods, all the rest 3 motivational methods.
Source: Authors' calculations in R.

ANNEX F

Analysis of the satisfaction of volunteers and board members with the current motivational system of ESN.

Overall satisfaction level of current motivational system of ESN rated on a 1-7 for full sample, for volunteers separately and for board members separately.

Descriptive statistics.

Sample	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Full sample	50	5.1	1.229	5	1	7	-1.04	1.42	0.17
Volunteers	33	5.1	1.027	5	3	7	-0.20	-0.45	0.18
Board member	17	5.2	1.590	6	1	7	-1.59	2.51	0.39

Note: Values were rated on a 1-7 Likert scale.
Source: Authors' calculations in R.

ANNEX G

Analysis of existence of knowledge and budget to motivate members in the organisation rated by board members on a 1-7 scale.

Descriptive statistics.

	N	Mean	St. Dev.	Median	Min	Max	Skew	Kurtosis	SE
Knowledge	17	5.4	0.996	6	3	7	-0.69	0.44	0.24
Budget	17	5.3	1.611	5	1	7	-0.87	-0.24	0.39

Note: Values were rated on a 1-7 Likert scale.
Source: Authors' calculations in R.

Kokkuvõte

VABATAHTLIKE MOTIVEERIMISE MEETODID: NÄIDE ERASMUSE
ÕPILASTE VÕRGUST EESTIS

Ksenija Poltavets

Vabatahtlikud on mittetulundusühingute kõige olulisem sihtrühm. Vabatahtliku töö teemal on seni tehtud palju uuringuid, kuid organisatsioonilise motivatsiooni kontseptsioonile on keskendutud väga vähe, eriti Eesti organisatsioonides. Passiivsete vabatahtlike arvu kasv ja aktiivsete vabatahtlike vähenemine Eestis näitab, et uuringud selles valdkonnas on vajalikud.

Teoreetilises osas autor uurib erinevaid meetodeid vabatahtlike stimuleerimiseks ja motiveerimiseks, et välja selgitada, mida vabatahtlikus tegevuses kõige rohkem hinnatakse. Egli jt. (2014) ootuspõhine tüpoloogia selgitab väga hästi, millest koosnevad vabatahtlike ootused ja mida nad vabatahtlikku tööd tehes otsivad organisatsioonist. Oluline on mõista, et igal vabatahtlikul on olemas teatud ootused ja vabatahtlike ülalpidamise võti on nende ootuste täitmine. Mõni otsib tuge või tunnustust, osa suhtlemist ja osalemist ja mõni materiaalset stiimulit. Paljud autorid on uurinud vabatahtlike motivatsiooni erinevaid külgi ja leidnud, et iga motivatsioonisüsteem koosneb vähemalt mõnest neist motivatsiooniteguritest. On teada, et mida paremini ootused täidetakse, seda suurem on vabatahtliku tahe organisatsioonis püsida ja tegutseda.

Selles uuringus analüüsiti ESNi praegust motivatsioonisüsteemi Eestis. Egli jt tüpoloogia. (2014) võeti aluseks mõistmaks, kas ESN-is kasutatakse selle tüpoloogia teatud motivatsioonimeetodeid. Analüüsitud oli motivatsioonitegurite olulisus, pakutavate hüvitiste hindamise ulatus, oli võrreldud kuidas vabatahtlikud saavad motivatsioonimeetodeid sellega kuidas juhatuse liikmed neid pakuvad ning oli analüüsitud motivatsioonitasemega rahulolu.

Uuringu tulemuste põhjal antakse ettepanekuid süsteemi täiustamiseks. Selles uuringus analüüsiti uurimisküsimusi, milleks on motivatsioonitegurite tähtsus, teatud meetodite rakendamise tase, võrdlus, kuidas vabatahtlikud saavad motivatsioonimeetodeid, kuidas juhatuse liikmed neid pakuvad, ja lõpuks oli rahulolu motivatsioonitasemega testitud.

Selle bakalaureusetöö jaoks koguti kvantitatiivseid andmeid viiekümnelt organisatsiooni liikmelt (64% mehi; 66% on tööga hõivatud), kes on kas tavalised vabatahtlikud (N = 17) või on viimase akadeemilise aasta jooksul olnud juhatuse liikmed (N = 33). 62% valimist on olnud vabatahtliku tööd teinud umbes 1-3 aastat, mis annab meile tulemusi valimi kohta, mille enamus oli ESN-is olnud nii pandeemia ajal kui ka enne seda algust.

Autor leidis, et organisatsioonis kasutatakse kõiki motivatsioonimeetodeid, kuid kõiki erinevatel tasanditel: osalemist, tunnustamist ja toetust kasutatakse kõige kõrgemal tasemel. Kahjuks alahindavad juhatuse liikmed vabatahtlike kõrgeid ootusi osalemise ja toetuse osas ning usuvad, et nad annavad endast parima, kuid sellest ei piisa vabatahtlikute ootuste täitmiseks. Leiti, et vabatahtlikud suhtuvad sellistesse teguritesse nagu suhtlemine, tugi ja tunnustamine väga kriitiliselt, kuna need on neile kõige olulisemad. Autor järeldab, et tegurid, mis hõlmavad teise inimese osalemist on hinnatud kõrgemalt. Samuti leiti, et nii vabatahtlikud kui ka juhatuse liikmed on ESN-i motivatsioonisüsteemiga samal tasemel rahul (5.1 7st), kuid arenguruumi on kindlasti olemas.

Parandamise ettepanekud hõlmavad mängude ja koolituste korraldamist organisatsioonis oluliste oskuste õppimiseks ja parandamiseks; teha selgeks et on oluline üksteist aidata, kui keegi seda küsib. Järgmine soovitus puudutab juhatuse liikmeid, on tarvis kuulama ja aitama üksteist teadmiste jagamisel ja omandamisel. Nende soovituste toimimiseks on oluline julgustada nii vabatahtlikke kui ka juhatuse liikmeid rääkima sellest, mis neil südames ja peas on ning vajadusel küsima abi;

Selleks et edaspidi teha motivatsioonisüsteemis on soovitatav teha kvalitatiivseid uuringuid arvestades nii vabatahtlike kui ka juhatuse liikmete individuaalsete seisukohtadega motivatsioonisüsteemi suhtes. Samuti on kasulik korraldada tagasisidekogumist vähemalt 1–2 korda igal semestril, et teada saada, kui hästi muudatused toimisid.

ORGANIZATIONAL METHODS OF MOTIVATING VOLUNTEERS

Lihtlitsents lõputöö reprodutseerimiseks ja üldsusele kättesaadavaks tegemiseks

Mina, _____ Ksenija Poltavets _____,
(autori nimi)

annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) minu loodud teose
_____ METHODS OF MOTIVATING VOLUNTEERS: AN EXAMPLE
OF ERASMUS STUDENTS NETWORK ESTONIA _____
_____,
(lõputöö pealkiri)

mille juhendaja on _____ Anne Reino _____,
(juhendaja nimi)

reprodutseerimiseks eesmärgiga seda säilitada, sealhulgas lisada digitaalarhiivi DSpace kuni autoriõiguse kehtivuse lõppemiseni.

Annan Tartu Ülikoolile loa teha punktis 1 nimetatud teos üldsusele kättesaadavaks Tartu Ülikooli veebikeskkonna, sealhulgas digitaalarhiivi DSpace kaudu Creative Commonsi litsentsiga CC BY NC ND 3.0, mis lubab autorile viidates teost reprodutseerida, levitada ja üldsusele suunata ning keelab luua tuletatud teost ja kasutada teost ärieesmärgil, kuni autoriõiguse kehtivuse lõppemiseni.

Olen teadlik, et punktides 1 ja 2 nimetatud õigused jäävad alles ka autorile.

Kinnitan, et lihtlitsentsi andmisega ei riku ma teiste isikute intellektuaalomandi ega isikuandmete kaitse õigusaktidest tulenevaid õigusi.

Ksenija Poltavets
13.05.2021