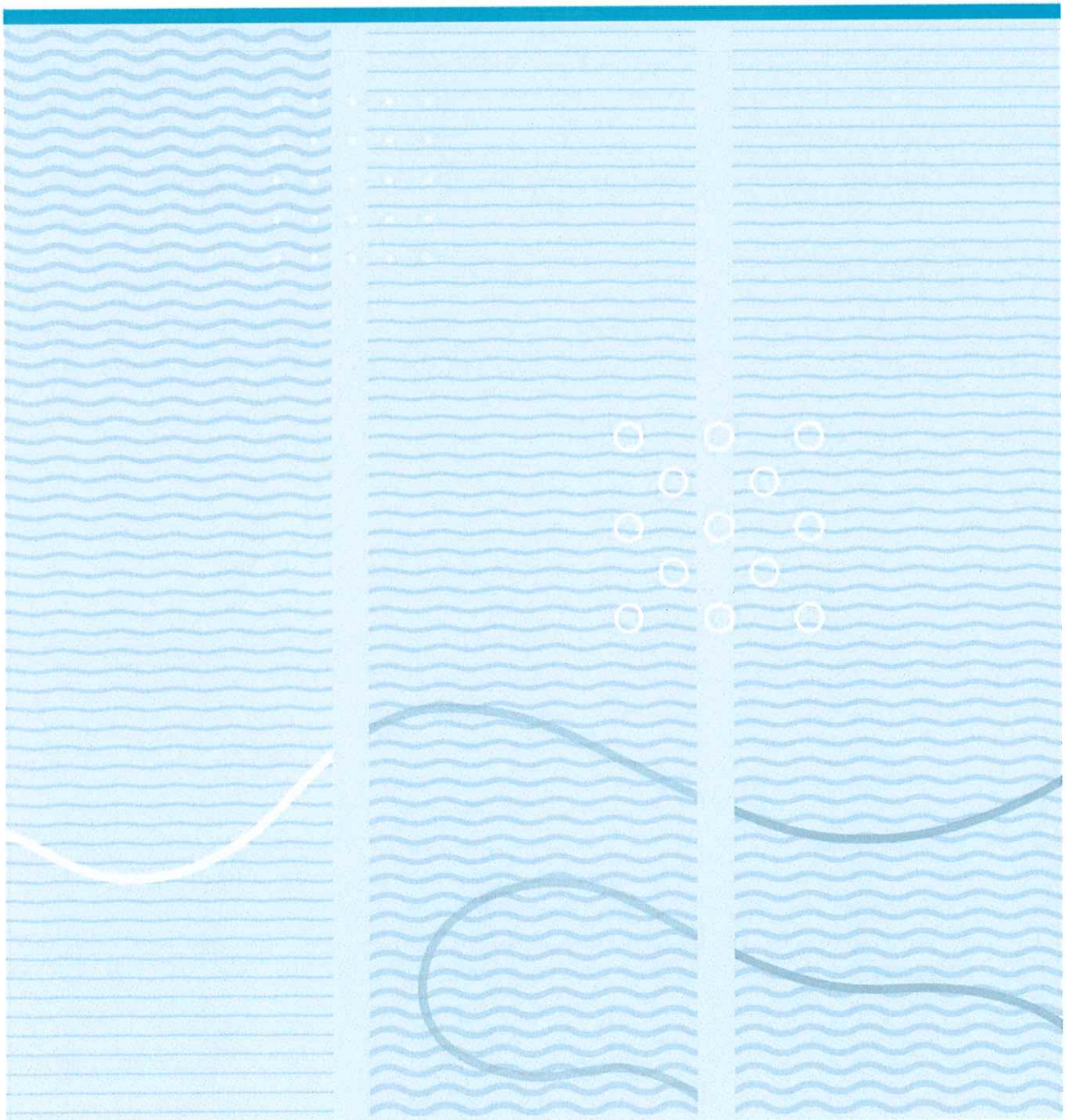


Talkmore Julius Blahim

## **Volunteer coordinators' role: Volunteer Management**

A case study investigating the volunteer coordinator's role: How do volunteer-coordinators motivate volunteers to stay committed for long-term engagements?



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This thesis is worth 45 study points



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# Preface

This master thesis is conducted as a part of the curriculum in a master's degree in Business Administration, with a major in Strategy and Competence Management at University College of Southeast Norway. The choice of the topic is influenced by the conference I attended hosted at our schools with one of the co-founders of Self-Determination Theory «SDT» as a guest speaker.

This was a hard, demanding and long process; going back and forth to decide which theme and field my thesis will focus on. I first decided to research on what motivates people to work as volunteers. After talking with my supervisor, I got some new ideas and she gave me some advice on which direction to take. I decided to change the subject because it was open and large, so I had to narrow my subject. Instead, I decide to find out how volunteer coordinators motivate volunteers working in nursing homes. It was very interesting and very educational process working with the master thesis.

I would love to thank the person who supported me from the beginning to the end of this project my supervisor Anja Hagen Olafsen for being so supportive and helping me all the way. I would also like to thank all the voluntary organizations who volunteered to be part of this project: Telefon Kontakt, Tidemandsstuen frivillig sentralen and Sandefjord frivillig sentralen and all the coordinators who said yes to be part of this project and allow me to interview them.

Lastly, I want to thank my good friends Aina Gundersen and Helfrid Albrigtsen: my grandmother Serena Dapi and my uncle Livingstone Dapi: my mother Margaret Dapi and my sister Brenda Blahim for supporting me through this long journey. Without your support, this masterpiece would not have been possible to accomplish.

# Abstract

Today the world is full of volunteers in different sectors. They are doing great relief work by giving back to the society. Their contribution means a lot to the economy of every community, country and to the world. Many people benefit from volunteer contribution. Unfortunately, not all their contribution come to recognition in certain areas and organizations. Some they do not know how valuable volunteers are. This has caused many organizations to lose volunteers and the reason some struggle to have enough volunteers to cover their goals as an organization. Volunteers need to be motivated, feel appreciated and given the recognition, they deserve. Based on this there is clearly need to obtain more knowledge and deep understanding to how coordinator can manage to return volunteers for long-term engagements.

The purpose of this thesis is to highlight the role of volunteer coordinators play in motivating volunteers working in nursing homes in Norway. How they keep volunteers motivated and return for long-term engagements. Based on this I chose to formulate my research question as follows:

*How do volunteer coordinators motivate volunteers to stay committed for long-term engagements?*

The theory in this study examines the volunteer`s motivation, engagement and commitment to the activities to be performed.

This is a case study and I have used interviews to collect data. My informants were volunteer coordinators with many years of volunteerism behind them. I interviewed four different coordinators from three different organizations and a total amount of four hours long interviews collected.

The findings of this study describe how coordinators motivate volunteers without using any type of rewards or salary:

*« The right to choose » «Mastery of tasks» «feedback and recognition»: «building network» «positive experience»*

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## 1 Introduction

From the statistics published on the 9<sup>th</sup> march 2015, it shows that Life expectancy in Norway continues to increase, new-born girls and boys can now expect to reach age 84.2 and 80.4 respectively. During the last 30 years, life expectancy in Norway has increased by nearly 8 years for men but only 5 years for women. From the new- SSB from 2015 showed that there are 502304 people from the age group of 67-79 and from 80 years and older there are 220 437 people.

*Tabel 1 Nursing home*

	2015	Percentage change	
	Users of care services	2014 - 2015	2011 - 2015
<b>Total</b>	<b>275 200</b>	<b>1.0</b>	<b>2.4</b>
<b>Users of home help only</b>	37 663	-3.8	-13.1
<b>Users of home nursing only</b>	82 400	5.5	17.4
<b>Users of both home help and home nursing</b>	62 437	-1.2	-1.8
<b>Residents in institutions, short term stay</b>	9 303	0.5	1.2
<b>Residents in institutions, long term stay</b>	33 547	-1.0	-1.9
<b>Other home-based services</b>	49 850	2.2	3.3
Nursing and care institutions	<b>Beds</b>		
<b>Total</b>	<b>40 708</b>	<b>-1.5</b>	<b>-1.4</b>

The table above shows the elderly people who are in need of different assistance. The increase of long life expectancy means also the increase of elderly people who will be in need of assistance. It also leads to the increasing work to do for nursing home workers. It requires more staff and time to attend these needs. Even though they are employees who work at these nursing homes facilities, there is still more employees cannot do due to lack of capacity and time.

However, many studies and recent reports have proven that certain rights of the residents are repeatedly violated. According to the study done by Kirkevold and Engedal (2006) : on the quality of care in Norwegian home nursing, they find out that, most of the patients receive good basic care in Norwegian nursing homes, but taking part in leisure activities and having the opportunity to go out for a walk are more often neglected. Old and recent reports have reported older people being lonely most of the time because of different reasons. Some of them do not get visits that often and they miss being active like going for a walk to the nearest park and just enjoy good weather.

To meet up the demands of neglected leisure activities some voluntary organizations have taken the task to help reduce the issue. Now many voluntary organizations are working with older people and doing different activities like giving regular phone calls, helping them with grocery shopping, visiting them, taking them on a bicycle ride and take the time to socialize with them.

However, for these voluntary organizations to be able to contribute to the society, someone must be willing to offer their time to perform the duties the organization set for. Unfortunately, the voluntary organizations do not have the same fortunes like the normal working place, where promotions, payments, and other benefits offered to attract and keep the workers motivated. It is the volunteer coordinators' duty to motivate volunteers to keep them engaged and committed to their relief work. They must create value that volunteers will appreciate and see beneficiary of their contribution.

Millette and Gagné (2008) argued that because volunteering does not result in direct personal tangible gains (e.g., salary); non-profit organizations must find other means to motivate their volunteers to work well and to keep them. Also, Oostlander, Güntert et al. (2013) argued that, when nonprofit organizations try to establish long-term relationships with their volunteers, they should be aware that feelings of pressure, deadlines for work completion, or external control have been detected as harmful for a continuing engagement. According to Oostlander, Güntert et al. (2013) voluntary work is of great importance because of its impacts on and benefits for local communities, the society in general, and for volunteers themselves.

To maintain these services for the community and society, it is of considerable practical interest for volunteering organizations to know how to retain their volunteers for long-term engagements. Especially as volunteer turnover can be extremely costly and time-consuming in terms of decreased organizational morale, volunteer replacement costs (recruitment and training), and decreased the ability to serve the public. Since volunteers do not receive any salary as normal employees or any tangible gains that can help with contributing to their motivation, this study aims to examine the role of leadership in motivating volunteers to stay committed and for long-term engagements. To conduct this study I have developed the following research question:

*“How do volunteer coordinators motivate volunteers to stay committed for long-term engagements?”*

In the next chapter, I will present Self-Determination «**SDT**» and explain how SDT is going to be linked to this study in this study.

The *theory* chapter reviews the literature, which is relevant for this study which will be also linked to the findings of the study in the discussion chapter.

*Methodology* chapter takes on the strategies made in order to choose the suitable method for collecting data and the procedures followed to secure the validity of the study. Then I will code the data into categories followed by *discussion* chapter where I will discuss the findings and link it up to the theory used in this study and see and if I have managed to come with the same results like previous studies.

This will be followed by the *conclusion*, discuss the *limitations* and *further research*.

## 2 Self-Determination Theory (SDT)

*SDT theory was chosen for this study in order to have a general understanding of different types of motivation. I will use SDT the discussion of the findings in **chapter 7.2** to reflect if the findings found can lead to the desired motivation «**intrinsic motivation**».*

**Self-Determination Theory (SDT)** Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference. SDT distinguishes between self-determined and controlled types of intentional regulation behavior. Motivated actions are self-determined to the extent that they are engaged in wholly volitionally and endorsed by one's sense of self (Deci & Ryan, 1991), whereas actions are controlled if they are compelled by some interpersonal or intrapsychic force (Deci, Vallerand et al. 1991). SDT comprises six mini-theories:

1. Cognitive Evaluation Theory (CET) concerns intrinsic motivation, the motivation that is based on the satisfactions of behaving “for its own sake.” Prototypes of intrinsic motivation are children’s exploration and play, but intrinsic motivation is a lifelong creative wellspring. CET specifically addresses the effects of social contexts on intrinsic motivation, or how factors such as rewards, interpersonal controls, and ego-involvements impact intrinsic motivation and interest. CET highlights the critical roles played by competence and autonomy supports in fostering intrinsic motivation, which is critical in education, arts, sport, and many other domains.
2. The second mini-theory, Organismic Integration Theory (OIT), describes four different types of extrinsic motivations that often vary in terms of their relative autonomy: The theory addresses the concept of internalization especially with respect to the development of extrinsic motivation. Deci and Ryan (2002) argues that unlike other theories of internalization e.g., Bandura (1996), it views internalization not in terms of a dichotomy but rather in terms of a continuum.

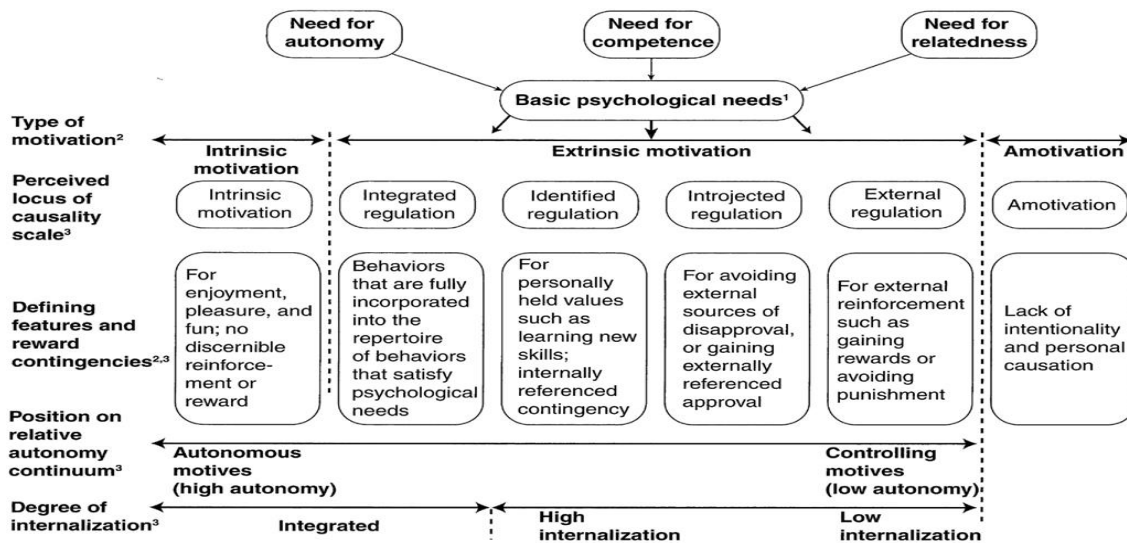


Figure 1 SDT

## External regulation

External regulation refers to behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or the threat of a punishment (Deci, Vallerand et al. 1991). A volunteer who volunteers in nursing for friends and family praise recognition or contingencies are externally regulated. The activity is performed because of an external contingency, and these contingencies are considered the loci of initiation and regulation. External regulation represents the least self-determined form of extrinsic motivation.

## Introjected regulation

Taking in but not accepting a regulation as one's own is the basis of introjected regulation. For example, volunteers who voluntarily make a call to elderly people to have a conversation with them to avoid feeling bad or guilty.

## Integrated Regulation

The integrated regulation provides the basis for the most autonomous form of extrinsically motivated behavior. It results when identifications have been evaluated and brought into congruence with personally endorsed values, goals, and needs that are already part of the self.

### **Identified regulation**

Identified regulation occurs when the person has come to value the behavior and has identified with and accepted the regulatory process. With identification, the regulatory process has become more fully a part of the self, so the person does the activity more willingly. Behaviors thus regulated are considered more autonomous or self-determined than are behaviors regulated by external contingencies or introjects, because identification allows the person to feel a sense of choice or volition about behaving.

3. Causality Orientations Theory (COT), the third mini-theory, describes individual differences in people's tendencies to orient toward environments and regulate behavior in various ways. COT describes and assesses three types of causality orientations: the autonomy orientation in which persons act out of interest in and valuing of what is occurring; the control orientation in which the focus is on rewards, gains, and approval; and the impersonal or amotivated orientation characterized by anxiety concerning competence.
4. Fourth, Basic Psychological Needs Theory (BPNT) elaborates the concept of evolved psychological needs and their relations to psychological health and well-being. BPNT argues that psychological well-being and optimal functioning is predicated on autonomy, competence, and relatedness.

***Autonomy*** is the need to feel that one's behavior emanates from one's own self-endorsed values, goals, needs, and interests, rather than from external regulators with which one cannot identify. It is having the perception that one is the origin of one's own action, that he or she is the source of his or her own behavior.

***Competence*** is the need to feel a sense of efficacy in the environment, to master desirable challenges, and exercise one's capacities and capabilities. It is feeling effective in one's interactions with the social environment and experiencing opportunities to demonstrate one's expertise and worth. The psychological need for competence drives people to seek after new challenges that leverage and enhance the core skills and abilities that define their sense of competence.

*Relatedness* is the need to establish close personal bonds and relationships with others and thereby find emotional and caring support and security. It is a sense of connectedness with others, that one cares for others and in turn is cared for by others, and has a feeling of belonging to the larger community. It refers to the tendency that individuals have to seek personal and group connections.

5. The fifth mini-theory, Goal Contents Theory (GCT), grows out of the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness. Goals are seen as differentially affording basic need satisfactions and are thus differentially associated with well-being. Extrinsic goals such as financial success, appearance, and popularity/fame have been specifically contrasted with intrinsic goals such as community, close relationships, and personal growth, with the former more likely associated with lower wellness and greater ill-being.
6. Motivation Theory (RMT), the sixth mini-theory, is concerned with these and other relationships and posits that some amount of such interactions is not only desirable for most people but is, in fact, essential for their adjustment and well-being because the relationships provide the satisfaction of the need for relatedness.

### 3 Different individuals, different motives

*This chapter focuses on different motives to why people get involved in doing voluntary work. What stimulates them to begin with volunteerism, their goals, and purpose of being involved in doing relief work? This highlight the different characters of volunteers the type of people, volunteer coordinators have to work with and try to motivate them.*

Through voluntary, people get the chance to learn how to integrate with other people and learn about different cultures. Voluntary builds bridges among different individuals in the society and opens new doors to exciting opportunities. People volunteer because of how it makes them feel, the gratitude and satisfaction they get from giving their time to do something that is meaningful in their life. Voluntary itself create a better sense of community with less selfishness of «*me me me*» all the time. It gives you the feeling of being worth and important to the community by contributing. Gratiified of feeling doing something worth a while.

To be considered as a volunteer, altruism must be the central motive where the reward is intrinsic to the act of volunteering(Bussell and Forbes 2002) . The volunteer's motive is a selfless one. There is indeed evidence that altruism exists in many types of voluntary activity. Helping others has been found to be an important factor amongst volunteers of all ages; student volunteers and those over the age of sixty. It is undoubtedly true that many volunteers find the activity to be a rewarding experience.

Cnaan and Goldberg-Glen (1991) found out that, as well as an altruistic motive, volunteers tend to also act on egoistic motives. People volunteer to satisfy important social and psychological goals. Different individuals may be involved in the same activities but have different goals. These goals are so diverse. This is consistent with the findings of (Haivas, Hofmans et al. 2014) Individuals seek out activities that they value, with the valuing process depending on the current state of the individual, making it a dynamic process.

There are significant inter-individual differences in how the satisfaction of the autonomy, competence, and relatedness needs are aligned when one is extrinsically and introjected motivated versus identified, integrated, or intrinsically motivated.



Volunteers place greater importance on intrinsic values, such as concern for growth, autonomy, or self-regard. As stated by the researchers, in accordance with Kasser (2002), this determines that they will engage in behaviors that help them satisfy their basic needs, such as performing volunteering activities, for which they will display autonomous forms of motivation.

A sense of belonging, the need for affiliation, gaining prestige or self-esteem, a way of making friends is evident in a variety of volunteering contexts. Improving human capital appears to be becoming an important motivator for volunteering. This was supported by the study done on sport event volunteers' engagement by (Allen and Bartle 2014), they argued that social connections and friendships have been identified as motives for volunteering and foster relatedness, which also facilitates intrinsic motivation. This is also consistent with the research done by Haivas, Hofmans et al. (2014): The scholars found out that, volunteers place greater importance on extrinsic values and therefore get involved in volunteering activities to obtain appreciation and affection from others and get their relatedness need satisfied. Hence, they perform behaviors based on what other people value, which reflected in the higher level of controlled motivation.

The important and value of the tasks play also a crucial role on volunteer`s motivation. Volunteers' motivation and engagement can still be high for even mundane tasks provided that they identify with the importance of these tasks(Allen and Bartle 2014). The researchers suggested that providing a clear rationale for tasks, explaining why they are important for the success of the event, and acknowledging that volunteers may feel that the tasks they are doing not the most exciting, assists volunteers to understand the contribution they are making and that this contribution is valued.

### **Age, time, retirement-phase'**

According to the study done by Cook (2015), there is more interest in volunteerism as retirement drawing near. Throughout this switching period, volunteer`s role became more and more crucial to the participants. The volunteer role also appeared to become more meaningful. Many participants explained that the volunteering became very important. It offered them a new life role and they embraced it. In fact, some participants saw themselves as full-time or professional volunteers.

Volunteering seemed to assist participants with their transition to retirement by providing an extension of a career that enabled them to integrate the old and the new, thus leading to new pursuits and a "new self."(Cook 2015). This can be supported by example the study of Grano, Lucidi et al. (2008)`s research on motives and determinants of volunteering in older adults. Older people represent ideal candidates for this type of activity, for not only the societal benefits that accrue through volunteer service, but also because of the benefits, they could gain from being engaged in volunteering. Grano, Lucidi et al. (2008), stated that there is considerable evidence linking older people`s volunteering activity to higher levels of life, and quality of life

As stated by Grano, Lucidi et al. (2008) from their study, older volunteers are motivated by altruistic concerns and esteem values, such as the desire to feel useful, feel productive, and fulfill moral obligations. Their research confirmed that more attitudes that are positive and a stronger behavioral control contributed most strongly to older adults` intention to volunteer. Volunteering as a useful, interesting, pleasant and valuable activity, and who considered volunteering under their personal control were those who reported stronger intentions to volunteer (Grano, Lucidi et al. 2008). Older adults` intention to volunteer was also partly regulated by one`s own sense of duty and obligations.

### **Conclusion**

This literature review has highlighted on different motives to why people start with volunteering. Several studies do agree with each other and have come up with almost identical findings. People have different motives to why they choose to be involved in relief work projects. Some have a need for affiliation, want to build a network, gain skills and share skills, want to feel important and some want to help others. Age also plays a crucial role especially for those who nears their retirement days.

## 4 Leadership`s Role: autonomy support

*In this chapter, I will present the relevant theory for my study. This chapter is very crucial for this study because it will be linked with my findings whether I come to the same conclusion like previous research or if I have come up different findings.*

Voluntary coordinators, as part of the organizational context, play a major role in inducing feelings of autonomy or control, as they are directly involved in activities to attract, orient, retain, and organize the volunteers in their charge (Oostlander, Güntert et al. 2013). Autonomy-supportive leadership can be characterized as understanding and acknowledge subordinates' perspectives, giving opportunities for choice, supporting individuals' competence, and encouraging personal initiative(Gagné 2003).

In the volunteering context, autonomy-supportive leadership refers to the interpersonal climate created between a supervisor and a volunteer (Gagné & Deci, 2005).

Autonomy-supportive leadership affects both types of motivation (Gagné, 2003; Gagné & Deci, 2005). Contexts that are described as autonomy supportive are characterized as giving people choice and encouragement for personal initiative and also support people's competence in a climate of relatedness are predicted to promote autonomous motivation (e.g., intrinsic motivation) as opposed to controlled motivation (e.g., extrinsic motivation (Gagné 2003).

The quality of interaction with significant others, such as teachers, managers, or parents, can affect the degree to which an individual feels autonomous, competent, and related, and this can affect the degree to which he or she comes to value and even enjoy an initially uninteresting goal or activity. An autonomy supportive person (or a work environment) would typically provide a good rationale for asking someone to engage in an activity.

Allen and Bartle (2014) suggested that giving some choice to the person, acknowledge the person's feelings toward the activity, and encourage the person to take initiative and convey confidence in the person's abilities are believed to be important moves for the autonomy support. Allen and Bartle (2014) point that understanding volunteer motivation provides valuable insight for volunteer managers that can inform their work

with volunteers. Providing volunteers with tasks that they find interesting and enjoyable is likely to lead to greater intrinsic motivation and engagement, which are desirable outcomes for managers. Such a practice would provide volunteers with choice and input to their roles, which supports their autonomy and competence and consequently fosters intrinsic motivation. Such contexts support autonomy, foster a connection between the voluntary coordinators and volunteers facilitate self-determined motivation.

Autonomy support has been shown to lead to greater engagement in an initially uninteresting activity and increased positive feelings toward the activity (Deci, Eghrari, Patrick, & Leone, 1994). Some studies have shown that the link between autonomy support and positive outcomes is mediated by the need of satisfaction. Autonomy support may also help prevent negative outcomes, such as turnover. Vallerand, Fortier, and Guay (1997) found that students' perceptions of teacher, parent, and school administration autonomy support were related to greater feelings of competence and autonomy, which in turn promoted autonomous motivation (Gagné 2003).

Engagement is a positive affective-motivational state and could be a desirable outcome for volunteering. Allen and Bartle (2014) argued that positive experiences such as engagement might encourage people to continue to volunteer in the future, thereby fostering volunteer retention.

From the findings of Allen and Bartle (2014), volunteers who were both intrinsically motivated and felt their manager support their autonomy were more likely to report greater engagement whilst volunteering. The engagement was also predicted by volunteers' perceptions of the management practices, specifically autonomy support. For example, offering volunteers choice, encouraging self-initiation, listening and acknowledging subordinates' perspectives, minimizing pressures and controls, and providing informational.

According to Grano, Lucidi et al. (2008) Volunteer leaders and representatives have numerous ways for intervention and may choose to intervene to change motives and cognitive beliefs at each point on the causal chain of our hypothetical model. Based on the general finding that positive attitudes strongly influence intention to volunteer, the only factor influencing behavioral changes in volunteering, policy programs may focus

on providing salient and accessible information on the importance of volunteering and on highlighting the advantages of volunteering(Grano, Lucidi et al. 2008). Likewise, considering the strong influence of perceived behavioral control and self-efficacy, policy programs may also focus on the value of volunteering by acknowledging the conflicts and difficulties that volunteers may encounter and by giving them information, experiences, and strategies on how to personally manage and resolve these conflicts and difficulties(Grano, Lucidi et al. 2008).

## **Conclusion**

To sum up, this review has shown that volunteers become motivated when they get choices and choose the activities they want to engage in. Recognition, encouragement, and praise play a crucial role in terms of engagement, motivation and the enjoyment of an activity.

## 5 Methodology

The aim of this chapter is to discuss the different methodological strategies applied in order to answer the research question. My research adopted a case study approach. I will explain all the choices made and the procedures from choosing of informants, recording data, transcription of the data, coding and analyzing. My research`s purpose is comprehensively relying on the understanding leadership role towards volunteers engaged and committed to staying for long term services. This study aims to have a deep understanding of the phenomena.

### 5.1 Qualitative research

Qualitative research also called a naturalistic inquiry, developed within social and human science and refers to theories of interpretation (*hermeneutics*) and human experience (*phenomenology*) (Savin-Baden and Major 2012). Various strategies for systematic collection, organization, and interpretation of textual material obtained while talking with people or through observation. The aim of this research is to investigate the meaning of social phenomena as experienced by the people themselves.

*Qualitative research simply a research that is aimed at investigating the way in which people make sense of their ideas and experiences(Savin-Baden and Major 2012).*

I want to provide a rich description of the phenomena. I want to know how coordinators interact with volunteers and how they motivate them in a different situation. I am planning to use depth-interviews. By using interviews collecting data, this will create an environment that encourages my informants to talk openly on the research subject. Therefore, I am going to use qualitative research method for my study.

## 5.2 Research strategy

The research strategy is much more than a work plan. The design is the logical sequence that connects the empirical data to study's initial research questions and, ultimately, to its conclusions. According to Yin (2013) colloquially, a research design is a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of answers from about these questions.

The main purpose of the design is to help to avoid the situation in which the evidence does not address the initial research questions. As I stated above my thesis follows a qualitative study approach, therefore it is necessary for me to find research design for collecting required data. A research strategy is defined as a means of gathering, analyzing and validating the collected data in a systematic procedure. The method to be chosen for each case study depends on three conditions: the type of research question posed, the extent of control a researcher has over actual behavioral events and the degree of focus on contemporary as opposed to historical events. My research question is «*how*» form of a question, which means I can choose different research strategies as shown in the figure below.

<i>Strategy</i>	<i>Form of research Question</i>	<i>Requires Control Of Behavioral Events</i>	<i>Focuses on Contemporary Events</i>
<i>Experiment</i>	<i>how,why?</i>	<i>yes</i>	<i>yes</i>
<i>Survey</i>	<i>who,what,where how many, how much?</i>	<i>no</i>	<i>yes</i>
<i>Archival analysis</i>	<i>who,what,where, how many, how much?</i>	<i>no</i>	<i>yes/no</i>
<i>History</i>	<i>how,why?</i>	<i>no</i>	<i>no</i>
<i>Case study</i>	<i>how,why?</i>	<i>no</i>	<i>yes</i>

Figure 2 Yin Different research

Research can be done in three different ways, descriptive, explanatory, exploratory, **Descriptive** case study: a case study whose purpose is to describe a phenomenon, (the “case”) in its real-world context. **Explanatory** case study: a case study whose purpose is to explain how or why some condition came to be an **Exploratory** case study: a case study whose purpose is to explain identify the research questions or procedures to be used in a subsequent research study, which might not be a case study.

## 5.2.1 Case study

A case study is an empirical inquiry that:

*Investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident.*

*A case study tends to be bounded, which means that it is focused and intensive as well as narrow in scope (Savin-Baden and Major 2013).*

Like mentioned before my aim is to describe a phenomenon in its real world context, therefore I found descriptive case study is suitable for this study.

Choosing a case study secures the understanding of a case in its real-world context. The case study has been viewed as a less desirable form of inquiry than either an experiment or a survey (Yin 2013). A case study is used in many situations, to contribute to our knowledge, of individual, group, organization, social political and related phenomena. A case study is very useful when the researcher desire to understand complex social phenomena. According to Yin (2013), a case study allows investigators to focus on a “case” and retain a holistic and real-world perspective such as studying school performance, international relations or neighborhood change.

In my study, I to investigate the volunteer coordinator’s role in motivating volunteers. These are the phenomenon, which can vary from individual to individual. In addition, it varies from organization to organization and it varies from coordinator to coordinator depending how they implement support and motivate volunteers.

Advantages of choosing a case study are that it is flexible, it allows for depth of investigation, it is thorough, it is responsive, it has wide appeal. However, even though a case study has so many advantages, there are also challenges of using case study research. There have been many critics of case study research, that it can be viewed as an invasive intrusion in subject`s lives, can lead to a simplistic and incorrect worldview and is an approach through which it is possible to harm those who are constantly changing practices (Savin-Baden and Major 2013).



Due to insufficient following systematic the case study procedures, the researcher might compromise the outcome and the conclusions from the study. Such actions can influence the outcome of the study and need to be avoided when conducting case studies. The other concern about case study research is an apparent inability to generalize from case study findings and its uncertain comparative advantage that distinguishes other research methods

### 5.2.2 Design for case study

According to Yin (2013), there are four types of case study: *holistic single-case design*, *embedded single case design*, *holistic multiple-case design* and *embedded multiple-case design*. The investigator could choose to perform a single-case study or multiple-case study, which further on can be either holistic or embedded.

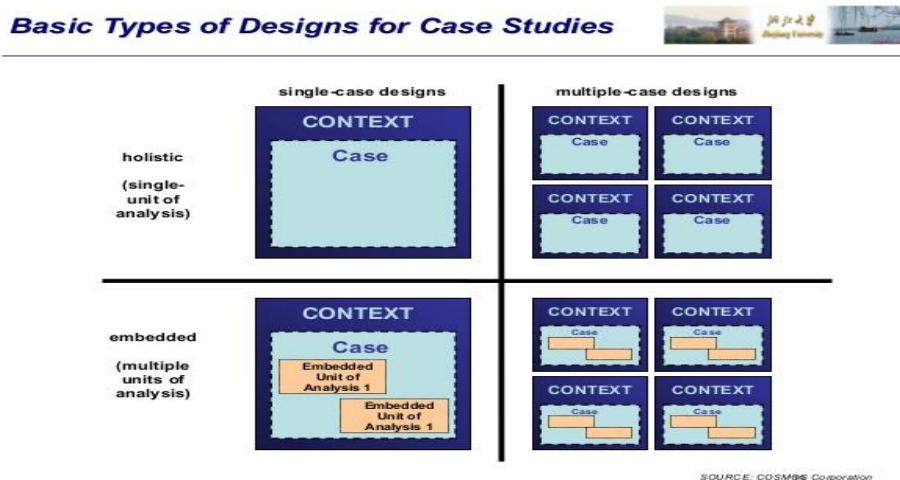


Figure 3 Yin 4 designs

Multiple case designs have distinct advantages and disadvantage in comparison to single case designs (Yin 2013). The evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust (Herriot & Firestone, 1983). At the same time, the rationale for single-case designs cannot usually be satisfied by multiple cases.

Yin (2013) argued that single case studies offer the opportunity to provide a more in-depth analysis of the case and can explore unique/extreme, typical or longitudinal cases more effectively, most often from a single site. Yin (2013) points that two variants of single case studies both have their strength and weaknesses. The holistic design is advantageous when logical subunits can be identified or when the relevant theory

underlying the case study is itself of a holistic nature. Potential problems arise, however, when a global approach allows a researcher to avoid examining any specific phenomenon in operational detail. A further problem with the holistic design is that the entire of the case study may shift, unbeknownst to the researcher, during the course of the study.

An embedded design can serve as an important device for focusing a case study inquiry. An embedded design, however, also has its pitfalls. A major one occurs when the case study focuses only on the subunit level and fails to return to the larger unit of analysis. Multiple cases offer the opportunity to replicate the study and can be perceived as offering stronger evidence in support of the findings, often from multiple sites (Yin 2013). Multiple case study designs are expected to be able to demonstrate similarities, rather than be a collection of unconnected cases.

Considering that, I am going to use multiple case study. I chose to use multiple case studies: holistic for this study. The reason I chose to use multiple case study is that it will give robust to my study to generate a good study. In that, way I will not be as vulnerable compared to using single case study, and I will also gain major analytical benefits and in addition, this will reduce skepticism for my findings. Although there could be limitations to the information collected due to the number of interviews done. I was able to obtain good enough data for this research. Nevertheless, the findings provide good information about key aspects in the particular context and the opportunity to compare findings.

The informants represent the following organizations:



Figure 4 Telefon Kontakt

The organization works against reducing isolation and loneliness by connecting telephone friends who call to the user once a week. Each phone friend has weekly contact with his or her regular user. The service is free, nationwide. Telephone friend is primarily a fellow human being who will listen, support and cheer up, they are not counselors or problem solvers.



Figure 5 Sandefjord

**Sandefjord Voluntary center** expertise in: Transport service, visiting of elder people in nursing, Refugee guide: Refugee guide, helping refugees to integrate into Norway. Night ravens: Their task is to be visible and available to the public, as it is believed that this will prevent violence and anti-social behavior

Sandefjord Voluntary center`s vision to create is a meeting place that provides contact between people

in the community

Someone needs help and others want to help. Volunteer Centre is a place where the joy of using yourself is the payment you receive. It is only your imagination, which can limit what you can do as VOLUNTEER!

*"WHAT YOU CAN IS WHAT WE NEED"*

**Tidemandsstuen** is a political and religious neutral environment for the local

community. Volunteer Centre is a place where the joy of using yourself is the payment you receive. It is only your imagination, which can limit what you can do as VOLUNTEER. Their vision is to create a safe meeting place that provides all professional and social network.

Tidemandsstuen is an active voluntary center with both outside activities with the citizens and any activities at the

house: trip friend, cinema friend, shopping assistance friend, phone contact friend:

Moreover, an important meeting place for the close environment.



Figure Tidemandsstuen

### 5.3 Data Collection Methods

Source of Evidence	Strengths	Weaknesses
Documentation	<ul style="list-style-type: none"> <li>• stable - repeated review</li> <li>• unobtrusive - exist prior to a case study</li> <li>• Exact - names etc.</li> <li>• broad coverage - extended time span</li> </ul>	<ul style="list-style-type: none"> <li>• retrievability - difficult</li> <li>• biased selectivity</li> <li>• reporting bias - reflects author bias</li> <li>• access - may be blocked</li> </ul>
Archival Records	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• precise and quantitative</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• privacy might inhibit access</li> </ul>
Interviews	<ul style="list-style-type: none"> <li>• targeted - focuses on case study topic</li> <li>• insightful - provides perceived causal inferences</li> </ul>	<ul style="list-style-type: none"> <li>• bias due to poor questions</li> <li>• response bias</li> <li>• incomplete recollection</li> <li>• reflexivity - interviewee expresses what interviewer wants to hear</li> </ul>
Direct Observation	<ul style="list-style-type: none"> <li>• reality - covers events in real time</li> <li>• contextual - covers event context</li> </ul>	<ul style="list-style-type: none"> <li>• time-consuming</li> <li>• selectivity - might miss facts</li> <li>• reflexivity - observer's presence might cause a change</li> <li>• cost - observers need time</li> </ul>
Participant Observation	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• insightful into interpersonal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• bias due to investigator's actions</li> </ul>
Physical Artifacts	<ul style="list-style-type: none"> <li>• insightful into cultural features</li> <li>• insightful into technical operations</li> </ul>	<ul style="list-style-type: none"> <li>• selectivity</li> <li>• availability</li> </ul>

*Table Data Collection*

Data collection is the systematic approach gathering and measuring information from a variety of sources to get a complete and detailed description of an area of interest. Data collection enables the researcher to answer relevant questions, evaluate outcomes and make predictions about future anticipations and trends. Now this is the stage where I will present data collection method, which is best suited for my study. According to (Yin 2013), multiple data collection methods are typically employed in case research studies.

### **Types of Evidence**

#### *Table 4 Yin: Types of evidence*

Due to the amount of time I had I find using depth-interview as appropriate for collecting data for this study. I could use observation but it was impossible because it demands a lot of time, which unfortunately I did not have.

Interviews are the mainstay of qualitative research and, within many research approaches, they are the central method of data collection(Savin-Baden and Major 2012). Designing and carrying out interviews is demanding task that requires critical attention and time, and researchers face choices ranging from the type of interview to conduct, the medium which to conduct them and the ways in which they will position themselves within them. Most interviews are not about getting specific answers to questions but rather to develop understanding and interpretation of people and situations (Savin-Baden and Major 2012), (Tieney and Dilley 2002; Warren 1988). The advantage of doing interviews is one to one communication with the informants, enabling of asking to follow up questions and probing additional information that can enlighten the unclear knowledge.

I find using depth-interview as appropriate for collecting data for this study because, by using interviews, I will be able to gain complex in-depth information and more understanding from informants. There are three conditions of doing interviews. I used audio recorders during the interview. I could also choose to write notes but since I was working, alone I decide to pay attention to what the informant has to say then record without writing notes.

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### **5.3.1 Unstructured**

In an unstructured interview, the researcher has a goal and plan in mind but does not use a structured interview protocol (Savin-Baden and Major 2012). This type of interview relies upon the spontaneous generation of questions.

### **5.3.2 Structured interviews**

Savin-Baden and Major (2012) stated that the researcher follows a preset script, asking each interviewee the same, closed questions using the same words in each interview, although sometimes the questions lean toward more of a more open-ended type. It may be used when the researcher has a well-developed understanding of the topic for example, after conducting a research review in a well-established area.

### **5.3.3 Semi-structured**

In a semi-structured interview, the researcher not only follows some preset questions but also includes additional in response to participant comments and reactions (Savin-Baden and Major 2012). The interviewer relies upon an interview protocol, asking questions and covering topics in particular order, and from time to time strays from the guide as appropriate.

Semi-structured interviews are a good approach when the researcher has only one opportunity to interview someone, and are an effective technique when several interviewers will be collecting data from the same project. Since I had only one chance to interview the informants, I find semi-structured as the best option for me to collect my data. As stated by Savin-Baden and Major (2013), a strength of this approach is that it allows the researcher to decide how best to use limited time available and keeps the interaction focused. Because of open-ended questions, informants can express their perspectives on a focused topic and allow for comparable data that can be compared across respondents.

Type	Purpose	
Direct/descriptive /linear questions	To elicit general often introductory information	This is the stage I asked about who the informants are, what they do. Their background, position in the organization
Narrative questions	To elicit stories	How did they come in contact with the voluntary organization
Structural questions	To learn about basic process needed to understand the participant`s experience	How do you motivate volunteers? How do you provide activities to the volunteers?

### Questions to gather in-depth data

Type	Purpose	
Contrast	To encourage participants to think about extreme cases	What is so special about working here? How is the day to day like here?
Evaluative	To enable participants to make a judgment	How do you feel after you are done with the activities?
Circular	To encourage	How much free the volunteers have to make their own decisions.
Comparative	To enable participants to put their own experiences in perspective	How much impact has volunteerism on volunteers' life quality and the user`s life quality

Table 2 questions to gather

## 5.4 Interview protocols

I followed Savin-Baden and Major (2013) interview protocol. An interview protocol is simply a written guide of the process to be followed during the interview. It consists of four main parts: *the header, the script, the question set, and the closing*. During the interview, my role was to be a facilitator and facilitate the informants to talk about their thoughts, feelings, views, and experiences. However, I guided the interview process to ensure that the required subjects are covered to the required depth, without influencing the actual views articulated.

I was clear on what position was as an interviewer as well as explaining the informant's role. My important goal through the interviews was to ensure coverage of the agenda of my study. I used open questioning techniques, as this will encourage the informants to speak freely. I used sem-structured interviews: like mentioned before a strength of this approach is that it allows me to decide how best to use limited time available and keeps the interaction focused. I also asked some follow-up questions obtain satisfactory answers. It also encourages participants to verify or expand an explanation.

#### **5.4.1 Questions to avoid**

I avoided asking questions where I will not yield usable data for example questions that can only generate yes or no answer. In addition, I designed my questions simpler and clear to avoid confusing participants and inaccurate interpretations. I also avoid asking leading questions so that the informants will share their own information without me influencing the outcome.

#### **5.4.2 Audio taping**

Audio recording is one of the best methods of recording a session. Recording allows for developing a complete and accurate account, which can be useful when questions about responses or meanings (Savin-Baden and Major 2013). Using a digital recorder is ideal because recording provides a documented account that can be reviewed, listened to or read again and again, particularly where is confusion about the meaning of a participant's comments. Since It is highly desirable to audio-record the interview I chose to record the interviews so that I could devote my full attention to the informant and probing in-depth and of course with the permission from the.

*The use of audio recorders during the interviews is left to the discretion of the parties involved. Before contacting the interviews informants had agreed to be part of the project and they were aware that I was going to record the interviews. Before the interview I send an e-mail to the organizations involved, explaining what data will be used for and that the data will be deleted at the end of the study*



### 5.4.3 Venue

All the interviews took place at the organization's offices. They all had extra office room, which was conducive to do the interview without any disturbances. Since I was also using my phone to record as my second device. I turned off the data and put it on voicemail to avoid any disturbances or interruption that may occur if someone called or text me during the interviews. I made sure they were all functioning before the interviews and positioned them at a good place where movements will not distract the sound quality.

## 5.5 Coding

Coding is the process of organizing and sorting your data. Codes serve as a way to label, compile and organize your data. They also allow you to summarize and synthesize what is happening in your data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. Coding generally, is done to do one or two things *description* or *analysis* (Savin-Baden and Major 2013). Every investigation should have a general analytic strategy, so as to guide the decision regarding what will be analyzed and for what reason (Yin 2013). There are many ways of breaking down data but the qualitative researcher has to choose one way which will enable to analyze the data and give meaningful results.

After I collected the interviews, I was left with an amount of data from different interviews. I transcript the interviews and start to categorize them in different sources of information. This stage opens the reflection on the meaning of information from data collected: what is going on? What is the impression of the overall depth, credibility, and use of the information? What is the informant saying? This analysis will rely on theoretical propositions that led to this case study. A final step in data analysis involves making an interpretation in qualitative research of the findings or results.

The aim of this study is to add more value to the existing theory. The theory on voluntary motivation is not new. Therefore, the approach of analysis in this study is deductive.

Interviews			
Telefon Kontakt	Voluntary coordinator	TK informant	<b>63 minutes</b>
Sandefjord frivillig central	Voluntary coordinator Voluntary coordinator	SF informant 1 Sf informant 2	<b>113 minutes</b>
Tidemandsstuen	Voluntary coordinator	TD informant	<b>77 minutes</b>

*Table 3 informants*

### 5.5.1 Construct Validity

According to Yin (2013) Case study researchers need to guarantee construct validity through the triangulation of multiple sources of evidence, chains of evidence, and member checking, internal validity through the use of established analytic techniques such as pattern matching, external validity (through analytic generalization), and reliability through case study protocols and databases.

In order to obtain high-quality results or outcome when conducting a research, measures must be taken to ensure applicability and reliability of the study. Yin (2013) suggested four stages that could be used to establish the quality of the research and are applicable to case studies: *construct validity, internal validity, external validity and reliability*

**Construct validity:** identify correct operational measures for the concepts studied. This first test is especially problematic in case study research.

To meet the test of construct validity, an investigator must be sure to cover two steps:

1. Select the specific types of changes that are to be studied
2. Demonstrate that the selected measures of these changes do indeed reflect the specific types of change that have been selected.

### 5.5.2 Internal validity

Internal validity test has been given the greatest attention in experimental and quasi-experimental research. Numerous "threats" to validity have been identified, mainly dealing with spurious effects. Internal validity is mainly for explanatory or causal studies only and not for descriptive or exploratory studies: seeking to establish a causal relationship, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships.

### 5.5.3 External Validity

**External validity** defines the domain to which a study's findings can be generalized, to the extent to which the findings from a case study can be analytically generalized to other situations that were not part of the original study. Critics typically state that single cases offer a poor basis for generalizing. Merriam (1998) describes external validity as concerned with the extent to which the findings of one study can be applied to other situations.

### 5.5.4 Reliability

**Reliability:** demonstrating that the operations of a study such as the data collection procedures can be repeated, with the same results. The way of approaching the reliability problem is to make as many steps as operational as possible and conduct research as if someone were looking over your shoulder (Yin 2013). The objective is to be sure that, if a later investigator followed exactly the same procedures as described by an earlier investigator and conducted the same case study all over again, the later investigator should arrive at the same findings and conclusions. The goal of reliability is to minimize the errors and biases in a study.

## Conclusion

I have properly followed all the procedures in this study for me to be able to obtain reliable results and I was honest with findings conceived in this study. I have also documented all the procedures done through the whole study. Lack of rival explanations can be seen as a weakness for this study. Due to the limit of time I had, I could not use other methods to collect data. I could use observation to help strength the validity. Even though I have not used different methods to collect data I still managed to collect enough data for my study.

However, multiple case study was used in this research and it has added strength of my findings. The number of informants can be a seen as a threat. I used only four informants but the informants have many years of experience in this field, they provide with useful information needed to come up with a formidable conclusion of the study.

## 6 Data analyzing

Qualitative data analysis is an ongoing process that involves breaking data into meaningful parts for examining them. The ultimate goal of qualitative data analysis is to make sense out of the data with an intentional effort toward answering the research questions; thus when the researchers break data apart, they must also put examine them and put them back together in a way that makes sense (Merriam 2009: 203).

Yin (2013)describes data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study

### 6.1 Presentation of findings

In this chapter, I will code data and analyze the findings from the data collected. I will organize the data in different categories. By linking data collection and interpreting the data, this will help me to develop the good analysis. After this stage, I will link the findings to the theory used in this study for comparison of the findings. One of the code cannot be linked to the theory: «*challenges of being volunteer coordinator*».

I have decided to code the findings in the following categories:

- ✚ **The right to choose**
- ✚ **Mastery of tasks**
- ✚ **Feedback and recognition**
- ✚ **Building network**
- ✚ **Challenges of being voluntary coordinator**
- ✚ **Positive experience**

### 6.1.1 The right to choose

#### **I have asked the informants their leadership role on how they appoint the assignments to the volunteers:**

The results show all volunteers will go through an interview or a conversation with the leaders for a background check as a way of getting to know the volunteer and to get the general idea of which activity the organization can offer the volunteer. Before the volunteers start in the organization, all the coordinators take their time with the new volunteers informing them about their organizations` vision and values; get to know their volunteers, asking their motives in attempting to find out how possibly they can assist them in starting in their new roles.

Moreover, during the interviews the coordinator asks all the volunteers which activities they want to participant in, then place them in those fields they chose for them self. SF informant 1 mentioned that: *We must have a conversation; we have to talk to them to see if we can get a good connection, listen to what they have been doing before and get them to tell more about themselves. The other two coordinators use also the same process.*

None of the coordinators chooses the assignment for volunteers. Instead, they help with directing them in the right direction and suggests some of the activities which they think match the volunteer`s background. It is up to the volunteers to choose which activities they want. The TD informant mentioned that: *It is the volunteers who will tell me what he/she want to do.* The coordinator also emphasized that; *volunteers does exactly what they want to do. I cannot force volunteers to do what they do not want.* The SF informant 1 also supported this: *And the volunteers they should be volunteers. They should not be forced to do anything. It is incredibly important.*

Two of the organizations specialize in different activities and volunteers can choose the activities that they find interesting. If they try and do not find it interesting, they can try other activities in other fields. SF informant 1 pinpoint that: *It is up to the volunteer to choose which activity they want and they can try other activity if they find out the other activity was not for them they can change. The coordinator was supported the co-coordinator: we have volunteers who come thinking to be a refugee guide but end up being maybe one of the drivers on one of our busses. (SF informant 2)*

Telefon Kontakt is different from other organizations. The volunteer does not have the same privilege of choosing activities like in other organization. The organization does not have many activities but still volunteers can choose to work with people who share same interests like them. The coordinator does a background check using interviews and tries to find the perfect match suitable for the volunteer. TK informant said: *We look for people who have vary backgrounds who can talk about different things... Then try to match them with a long list of different keywords and interests of users.*

### **When asked about their role with working with volunteers?**

The coordinators function as guides for volunteers. The coordinators are available to give support and help with needed information about how to perform different tasks and provide the required skills. In addition, help each volunteer to find the right activity that he or she can use her/his obtained competence. They ensure a good working environment for every volunteer and good atmosphere among volunteers. TD informant described her role: *My leadership role is to be good in directing or point out. My leadership role is to...That volunteer here at the house, they find their own role.*

Sf coordinator point that her role involves *being available in assisting the volunteers when they need help, follow-up, as well as giving them feedback on their performances.* (Sf informant 1). Their role was to ensure that volunteers feel their present, prepare for the safe working environment, and have time to listen to them and have a small conversation with volunteers when they come to the voluntary center.

Whilst the TK informant mentioned that: *My leadership role is like service person. I ensure that everything is under control.* In addition, *the informant emphasized that it is not a good feeling to feel forgotten or less important as he once experienced it during his day as a volunteer before becoming a voluntary coordinator.*

**I also asked the informants how much freedom they give the volunteers when they are performing the tasks.**

In Sandefjord, volunteers have a certain responsibility and they are allowed to decide or plan how they want to work, when and time to do the activities, time to take a break and delegate the assignments among their self. Telephones friends have the full responsibility and arrange with the user when they can call to talk during the day.

Whilst at Tidemandsstuen volunteers have the opportunity to do the activities they are best in and they decide what they like to do. It might be making food, helping with shopping and other different activities.

Even though they were given certain freedom on how to perform their tasks, coordinators still follow up the volunteers from time to time to check if everything is going well. *I sometimes call to hear how it is going, ask if there is a problem and he mentioned that it is important that volunteers should always be checked on so that they do not feel forgotten. (Telefon Kontakt informant)*

To conclude the findings shows that the coordinators give volunteers the opportunity to choose the activities they want. Furthermore, the leaders are there to give support to the volunteers. Volunteer are given room to make choices and take decisions in performing the tasks the organization set for.

### **6.1.2 Mastery of tasks**

**When asked if the volunteers get any type of training before they start.**

The coordinator helps the volunteers with the needed information before they start their new roles. The volunteers are guided by rules of things they should do and not do when they are working with the users.

The informant mentioned that: *Some users are very negative and some will only want to talk about their disease. I will tell the phone friend in advance and tell them about possibility challenges. (Telefon Kontakt)* They organization provide information book which provides with some basics on how phone-friends deals with different people and advice on how to act in a certain situation which takes 20-30 minutes to read.

TK informant mentioned that: *We have the so-called rules also some things you should not do as a telephone friend, a few things, uh, and then we have a book with some advice and guidelines.* Since volunteers are matched with people who share the same interests with them, it is up to the volunteer to decide which topic they want to talk about.

Sandefjord voluntary coordinators have their own way of preparing their volunteers. To give the volunteers the required competence. The coordinators provide the volunteers with courses. These courses are not very advanced and intensive because they want the volunteers to get much from it and avoid boring volunteers. The informant emphasized that: *We avoid having a long boring course. This had resulted that only a few people will show up or some leave during the courses because it will be boring for the volunteers to follow up.* (SF informant 2) One way of providing competence that has successfully worked for volunteers was to arrange a meeting between old and new volunteers, where volunteers talk and exchanges experience with each other. The organization also use guest speaks to speak to volunteers as another way of boosting the volunteers' competence. TD informant underlined that: *I explain the different tasks and how they should be performed and explain the rules on what volunteers can do or not when they are visiting someone.*

To conclude. There is no demand for high qualifications. Everyone can volunteer but has to follow the organization`s rules. The leaders assist the volunteers with the need training.

### **6.1.3 Feedback and Recognition**

The results show that all coordinators take feedback seriously and they try to be effectively in terms of providing feedback to the volunteers. All the volunteer coordinators make sure that volunteers get feedback on their performance and their contribution to the society. They praise volunteers to show their appreciation for the work they are doing and how much they value their contribution and show that their work is been recognized.



## **When asked how they give feedback to the volunteers?**

The coordinators use all means of communication when they are giving feedback to the volunteers. They email, newsletters, phone calls and social media especially Facebook.

*TK informant said that: I also call volunteers and give them the feedback from the users. Hello, phone friend you are doing a good .95% of users have said that are satisfied or very satisfied with the service.*

All the organizations receive many feedbacks and very many positive stories from the user who are satisfied with the assistance they get from volunteers.

Telefon Kontakt and Sandefjord frivillig sentralen coordinators write articles and newsletters updating the volunteers about what is going on, the achievement they accomplished and all the positive feedbacks they have received from the users.

Telefon Kontakt coordinator sends a whole year article to the volunteers at the end of the year telling the volunteers how well they have been doing and telling how satisfied the users are with their performances/help. One of the coordinators in Sandefjord writes articles about the good contribution the volunteers have given to the population of Sandefjord, feedbacks and about the entire events Sandefjord voluntary center has been part of. Sf informant **1** mentioned that: *We have many feedbacks and very many positive stories. It is very important for volunteers, that they hear it and get feedback on what they are doing. (SF informant 1).* Tidemannsstue coordinator mentioned the same. *They deserve to be told and get a clap on the back that they are doing a good work.*

*(Tidemannsstue informant)*

The organizations show their recognition to volunteers by arranging get-together events for only volunteers when all volunteers come together, where older volunteers act as mentors and share their experience with new volunteers, drink, eat, make connections with other volunteers.

To conclude coordinators give the volunteers the feedback from time to time as a way of showing their appreciation and encouraging the volunteers to keep up the good work they are doing. They show their recognition by writing about the contribution the volunteers are doing.

#### 6.1.4 Building network

*When asked how they create satisfaction among volunteers?*

Relatedness is considered one of the most important tools to all three organizations. Two of them stand out mostly because their organizations are built up based on building bridges among volunteers and the whole society. Tidemandsstuen and Sandefjord voluntary center have the house where they have their offices. SF informant 1 & TD informants both agreed that: *The difference between them and other voluntary organizations is the **house**.* This house plays a huge role in volunteers' enjoyment during their time volunteering in the organization. The coordinators have managed to establish these houses as a safe meeting place for everyone. They want it to be a safe and pleasant meeting place for the volunteers and the society as a whole. The house is a safe meeting place that provides all professional and social network. Moreover, an important meeting place for the close environment.

The environment at the house makes volunteers feel they belong somewhere. The house is a place they can come anytime and a place where they can find who someone has time to listen to them and time to talk to them. There are many different activities going on in these houses for the volunteers. They learn how to make food, learn about other different cultures, different people, and knitting, painting, yoga. At Tidemandsstuen and Sandefjord they sometimes prepare dinner for volunteers. At Tidemandsstuen they make dinner every week and the volunteers will be responsible for preparing the food, and everyone will be helping.

These house function like a shelter where everyone can come during the daytime to drink coffee, eat and socialize with other people. SF informant 1 said that: *Many volunteers come to the house to drink coffee and just to socialize with fellow volunteers even though they are not on the working schedule that day. There is always coffee in the pot. They can sit around the table there, read the newspaper, chat, get a connection with other volunteers and build new networks.*

Coordinators take their time to have a small chat with those who visit the house, they find it very important and they always have little time to have a small chat with volunteers.

SF informant 1 said that: *We are three adult women who have some experience in communication with different people and we can always manage to get a good connection and have a good conversation. In addition, that we have time to say hello and have a small talk with them. The casual chat is very important.*

Some volunteers even call to ask they can come down to the center just to have a small chat. TD informant pinpointed that *people need people, we all need people, and we need that contact.*

Coordinators do also arrange events only for volunteers as a way of appreciating them. At Tidemandsstue they arrange many activities for volunteers, knitting, yoga, painting and Christmas activities for volunteers where they can also take their children if they have no other places to go. TD informant mentioned that:

*We have a social gathering every year when we invite all the volunteers. It is very important. We invite them to Christmas dinners and just shared good moments with me.*

The house works like a second home to some of these people. Their whole concept is based on a way of giving volunteers a sense of belonging that no one should never feel left alone. Both SF informants emphasized that: *It is very nice and very pleasant that we have the house; it shows that it is very important to have a place to go to for many. It is very important for many volunteers.* The coordinators ensure that the environment at the house is positive, including and that people take care of each other and have respect for each no matter their background. Sf informant 2 mentions that: *they have experienced that volunteers love to tell about what that they do as a volunteer no matter what kind of activities they do and they say it in a proud way.*

Telefon Kontakt activity does not require the use of the house or come to the center as much as the other two organizations. Volunteers can do their activity everywhere, either walking in the park, sitting at the coffee restaurant or home. That is how flexible their work is. However, the coordinator also arranges social happenings for the volunteers so that they can come and meet other volunteers. TK informant said: *you know what; we have two events here each year. We invite phone friends then we chat, eat a little, have some drinks tell how it is going and volunteers get to know each other and tell a little about how they are doing or just simply a social happening.*

To conclude all voluntary coordinators arrange events for the volunteer as helping to build fellowship and showing appreciation for their contribution. The house plays a huge role in connecting volunteers together and building the relation with their coordinators.

### 6.1.5 Challenges of being voluntary coordinator

#### **When asked what about the challenges of being volunteer coordinator:**

All the informants did agree with each other. Their biggest challenge was working with different type of people with different backgrounds. It is very challenge to manage so many volunteers and providing them with the activities, they like. It is a more challenging for the leaders because the coordinators are responsible for running the day to day basis. They do all the administration work, recruiting and available to support volunteers when they need assistance.

TK informant mentioned that: *The challenge is that you have to deal with many people with different personalities.*

SF informant 1: *You must be able to work with different people and learn to know people. You must also be able to communicate properly, honestly and respect other people.*

SF informant 2: *It is challenging at the same time exciting and educational. Both SF informants underlined that one important thing is that everyone who comes to work at the organization will carry the same image. It does not matter what you did before or your background or culture, you will now be seen as a volunteer. «You now wear the voluntary hat».*

TD informant: *the challenges are always when you work with people, you do not know people very well. Some are not good at following rules and some try to challenge the leadership.*

To sum up, the biggest challenge for all leaders was to work with different people and providing the different individuals with activities they find interesting.

### 6.1.6 Positive experience



*The bicycles are electric bicycles used to cycle the old people who can no longer go outside by themselves without assistance.*

*Figure 4 nursing home bicycle*

#### **Positive stories as the coordinator tells them:**

**Tidemandsstuen** has the three bicycles, which stand in a nursing home. Volunteers have the great pleasure to ride bicycles. I can see they enjoy themselves when they are doing it. They show their confidence because they can manage to do the task very well. It is something they can do without a problem.

**Sandefjord voluntary center** has also the same bicycles. Volunteers show their satisfaction in their task by telling their experience in the field. For Example, when Marius tell his experience about one Sunday morning when he visited the old people`s nursing home: “there was this one old lady who was already ready to go to the Sunday service but when she heard that Marius was coming. She refused to go to church and instead waited for Marius to come so that they could go on a bicycle ride with him.

The other experience is when the volunteer visited the other woman to her house. She was well dressed and did the makeup because of her excitement of expecting a guess. When the volunteer came was surprised and thought that maybe there was an occasion she was going to attend but no she did it because she was excited about having someone on a visit and happy because someone was going to knock on her door.

**Telephone Kontakt:** The user called and I told the coordinator how satisfied she was with her phone friend and asked how the coordinator managed to find the phone friend who she described as if she has known her whole life.

## **6.2 Discussion**

In this chapter, I will discuss the results from my analysis and link to the theory in chapter 4. This chapter will be organized just like the same as the previous chapter. The purpose of this study was to find out how volunteer coordinators motivate volunteers to stay committed and for long-term engagements.

### **6.2.1 The right to choose**

From the study done by Allen and Bartle (2014)`s researchers argued that providing volunteers with tasks that they find interesting and enjoyable is likely to lead to greater intrinsic motivation and engagement, which are desirable outcomes for managers. Such a practice would provide volunteers with choice and input to their roles, which supports their autonomy and competence and consequently fosters intrinsic motivation. This study has come up with the same finding looking on how coordinators manage volunteers to keep the motivated and want to continue. The results from the finding show that coordinators support the volunteers` interests and give them the opportunity to choose the activities that interest them.

Even though at Telefonkontakt volunteers do not have the opportunity to choose the activity. They are still given the opportunity to choose the user who shares the same interests with them. TD informant points that volunteers do exactly want they want. Volunteers cannot be forced to be involved in the activities they are not interested in. The right to choose can be related to SDT: « the need for autonomy» autonomy is the need to feel ones` own self-endorsed values goals, needs and interest, rather than from external regulators with one cannot identify. It is having the perception that one is the origin of one`s own action, that he or she is the source of his or her behavior.

The same findings have been found by Gagné (2003). Autonomy-supportive leadership can be characterized as understanding and acknowledge subordinates` perspectives, giving opportunities for choice, supporting individuals` competences, and encouraging

personal initiative (Gagné 2003). This can also be supported by the study of Allen and Bartle (2014): giving some choice to the person, acknowledge the person's feelings toward the activity, and encourage the person to take initiative and convey confidence in the person's abilities are believed to be important moves for the autonomy support

According to Oostlander, Güntert et al. (2013), voluntary coordinators, as part of the organizational context, play a major role in inducing feelings of autonomy or control, as they are directly involved in activities to attract, orient, retain, and organize the volunteers in their charge. This study also discovered in accordance with the study of Oostlander, Güntert et al. (2013) that, the voluntary coordinators were available and always there to give volunteers the needed support. They secure a good working environment for the volunteers. They keep the volunteers updated on what is going in their organization their goals and what they want to achieve as an organization. Most of them are now using Facebook as the platform to inform the volunteers about the new updates and important information about what is going on in the organization and the future event. This will enable volunteers to understand the importance of the volunteering.

To stimulate the volunteer's motivation for those who have lost the interest in their activities the coordinators allow volunteers to change the activity if they are no longer interested in the activity they are doing. This is done as a way of keeping volunteers motivated and preventing them from disliking doing an activity and this support may help prevent negative outcomes, such as turnover.

Volunteers only do the things they like to do and offer the time they want to offer. Contracts and membership fees can scare volunteers away. In these organizations, volunteers do not pay any contingent or membership fee like in other organizations. Volunteers are not bound to any contract, so they can quit any time they want.

### **6.2.2 Mastery of tasks**

This study discovered that volunteers were given the platform to come with their own inputs. This is an excellent way of motivating volunteers and it makes them feel important members of the organization. The coordinators let the volunteers put some of their suggestions into practice as a way contributing to volunteers` satisfaction as well as a way of helping volunteers to develop a sense of ownership and identification with the organization. Like mentioned before Deci and Ryan have described this kind of support as autonomy support. Support people`s competence is predicted to promote autonomous motivation intrinsic motivation (Gagné 2003)

The findings show that all the coordinators try to prepare their volunteers in any way possible so that they will be ready for the challenges on hand. The leaders give the volunteers the responsibility on to plan their work plan and responsible for suggesting the activities to do with their users. This will also create a sense of mastery in volunteers when they know how to act in different situations. This will increase the volunteer`s motivation and support sense of competence and increase enjoyment of the activity which is anticipated by the leaders. This is consistent with SDT « *need for competency*» Competence is the desirable challenges, and exercise one`s capacities and capabilities. It is feeling effective in one`s interactions with the social environment and experiencing opportunities to demonstrate one`s expertise and worth.

### **6.2.3 Feedback**

Since the coordinators do not have the same privilege, ways of rewarding volunteers like paying them a salary: praising then is the key for keeping volunteers motivated, to stay committed and engaged for long-term services.

All three organizations arrange special events for volunteers as a way of showing their appreciations and as a way recognizing their contributions. The positive feedback from the user and the voluntary coordinators can lead to the promotion of intrinsic motivation among volunteers. The volunteer will also have a sense of mastery on the assignments they do when they receive such positive praise. All the informants (coordinators) agreed with each other that, it is important that volunteers get the praise for what they are doing. The coordinators always make sure that the participants hear the results from the important of work they are doing. Besides normal praise in the field, organizations



provide with the end of year feedback that show how the volunteers have done. The coordinators show the appreciation by following them up. They give them calls; send Christmas greetings and send birthday greetings.

Volunteers get feedback both from the users and the leadership and that helps volunteers to create a global view of who they are in the society and the meaning of their contribution, what it means to them and the one receiving their help. By receiving such good feedbacks, it leads to many volunteers returning every year.

Coordinators give volunteers feedback to promote a sense of being valued, feeling that someone is seeing their contribution, feels listened to, feel valued and as a way of making them feel comfortable in the organization and get the feeling of that they are part of shaping the voluntary organization culture. From SDT: Events have informational significance when they provide effectiveness-relevant feedback in a non-controlling way. When an event provides individuals with specific feedback that points the way to being more effective in meeting challenges or become more competent and does so without pressuring or controlling the individuals, it tends to have a positive effect of self-motivation (Dweck and Elliot 2005).

#### **6.2.4 Building network**

Building a network and encouraging a sense of connectedness and recognizing the contributions and achievements of volunteers is fundamental in making volunteers feel appreciated and fostering a sense of satisfaction for their contribution. It will also lead to foster intrinsic motivation.

The findings show that the house is a very important place for the organization. Not only for the organization but to the volunteers and the whole society. It plays a crucial role as a meeting place for everyone. The volunteer coordinators have managed to establish the house as the meeting place where everyone can come anytime. Through this place, volunteers build bridges, share the experience with each other, and build a new network with other fellow volunteers. It creates a sense of relatedness. This can be supported by the study done on sport event volunteers' engagement by Allen and Bartle (2014). A sense of belonging, the need for affiliation, gaining prestige or self-esteem, a way of making friends is evident in a variety of volunteering contexts. Improving human capital appears to be becoming an important motivator for volunteering.

The coordinators also take their time to have a small chat with the volunteers when they come to the center. This will enable to build a good relation between the coordinator and volunteers and it give the volunteers a sense of appreciated and heard when the leaders take their time to listen and have a small conversation with them. It is a good opportunity for both the leaders and volunteers to know each other very well. Previous research of Gagné( 2003), found that the quality of interaction with significant others, such as teachers, managers, or parents, can affect the degree to which individual feels related, and this can affect the degree to which he or she comes to value and even enjoy an initially uninteresting goal or activity

Volunteers get the feeling of belonging and feel welcome to the house anytime they want to come by. Like mentioned by informant SF 1 mentioned, “Some of the volunteers come by the house without being on the schedule to socialize with other volunteers and drink coffee together”. Volunteers talk about voluntary in a proud way and they are proud to part of the volunteers giving back to the society.

### **6.2.5 Positive Experience**

Volunteers shared their good experience with their leaders and they talk about their relief work involvement to their friends and family. By spreading the word of mouth, this has resulted that no one of these organizations has had a need for recruiting new volunteers for more than two years.

The organizations have volunteers who have been part of the organization for more than 5 years and some 10 years. This can be because volunteers are happy with their work and get the feeling of satisfaction from it. By telling these stories, it shows how much impact it has made to them. This might be the reason for why some of them keep coming back year after year. I think it contributes to their motivation and satisfaction of being a volunteer.

This can be linked to the study of (Allen and Bartle 2014): Positive experiences such as engagement might encourage people to continue to volunteer in the future, thereby fostering volunteer retention. Such experience has a lot to say about the volunteers' motivation and their intention to stay committed.

## 7 Conclusion

The purpose of this study was to research how voluntary coordinators motivate volunteers to stay committed for long-term services. Voluntary organizations depend on motivated volunteers. The findings from this study were largely consistent with the theories used in this study. The study finds out voluntary coordinators were more concerned about relatedness, building a network and belonging.

The study found that leaders do not work specifically in motivating leaders to stay for long-term engagement but instead they focus building relations, creating good working environments and giving volunteers the opportunity to work with activities that interest them. The other two organizations use the house to build network and relations by making the house a safe meeting place. The coordinators gave volunteers the opportunity to choose the activities they want to do. This can lead to foster intrinsic motivation. Providing volunteers with tasks that they find interesting and enjoyable has resulted in greater intrinsic motivation and engagement, which are desirable outcomes for the volunteer coordinators.

The good working environment was one of the top concerns for all the coordinators. They wanted to create a meeting place where everyone feels free to come to anytime. Every leader's priority was to ensure a safe place where every volunteer will be able to experience the enjoyment of being part of the organization and get the satisfaction for performing different activities the organizations have to offer. The volunteer coordinators organized different activities only for volunteers as a way of appreciating the work they are doing. The voluntary house plays a huge role for relatedness. This is the place where volunteers meet, socialize and share the experience. This could be one of the reasons that volunteers kept coming back to volunteer because they know the door is always open for them and the coordinators always find time to listen to them and have a small chat.

The findings showed that all the coordinators used feedback and praises to their volunteers. The leaders used feedback and praise to motivate volunteers also as a way, by recognizing their contribution to the society. Lastly, the coordinators were always available to support the volunteers and provided with the needed knowledge and information.

## **7.1 Further research**

My study focuses on volunteers working with older people at nursing homes. During the interviews, some of the leaders mentioned that some of the volunteers follow their user until to the grave and some of the users are dementia and some become dementia during this period. The volunteers are in some way connected to their users and some of them have established a good relation. It could be interesting to find out how leaders prepare volunteers when that user is gone or become dementia and the communication becomes difficult.

## **7.2 The strength and weakness of the study**

What can be seen as a weakness of this study is the number of informants. For my study, I only wanted to use leaders. I was, therefore, depending on interviewing voluntary coordinators to answer the research question. It was difficult to have coordinators for interviews because of their busy schedule but I have managed to find four coordinators who could be part of this project and their organizations suit the field I wanted to research. After collecting the data, it was time-consuming to interpret the data and then analyzing it. My presence during data gathering can also be seen as another weakness if that could affect the subject response but my informants are were used to interviews.

The strength of this study is that, the informants in this study have many years of experience and have acquired more knowledge on the researched subject. There were very helping in providing the required information. By using qualitative research method in this study, I got a better understanding of the topic. I was able to ask follow-up questions to increase the understanding of what the informants means. It gave me the opportunity to go deeper and it encouraged the informants to expand their responses. I was able to collect the required amount of data to be able to answer the research question and to give a formidable conclusion of the study.

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## 9 Appendix 1 Interview protocol

Short introduction of the study

- Date
- Time

Personal information

- Name
  - Gender
  - Age
  - Organization
  - Job description
  - Years in the organization
1. Can you describe your leadership role in the organization? What is demanded from you as volunteer coordinator?
  2. What are challenges and opportunities of being volunteer coordinator?
  3. Do you have any kind of training to prepare volunteers for the roles that they will take on?
    - How long is the training period?
    - Overall, do you think the training programs provided prepare the volunteers to take on the roles that the organization set?
    - Do you have a written job description for volunteers?
  4. How do you delegate the assignments to the volunteers? Any requirements or expectations you set for your volunteers?
  5. How much do you include volunteers in the planning of tasks / projects?
    - How much do you monitor and control volunteers working on their tasks?
    - How much freedom do you give volunteers to perform their assignments?
    - Can volunteers choose themselves what tasks they want to be involved in?
    - How do you support them?
    - How do you follow up these volunteers along the way?
  6. How do you create a good working environment for volunteers?
    - How is your working relationship with the volunteers?
    - How do you create value for what volunteers contribute with?

- If someone intends to quit how do you handle the situation?
- How does the organization measure satisfaction amongst the volunteers?

**7. How do you motivate people voluntarily workers?**

8. What value does the organization put in the volunteers' contributions and ideas?
- What type of feedback does the organization to volunteers?
  - What type of feedback does the organization receive from the user?
  - How is this feedback received?
  - What is done with the feedback?

**Appendix 2 declaration of consent**

**Samstykkerklæring**

Hei,

Jeg er en master student ved Høyskolen Sør Øst Norge Campus Ringerike. Jeg går siste året på master med retning strategi og kompetanse ledelse og jeg holder på med min masteroppgaven.

Mitt tema handler om motivasjon blant frivillige arbeidere. Jeg vil gjerne vite mer om hvordan ledere i frivillige organisasjoner motiviverer frivillige arbeidere. Jeg er mest interessert for frivillig arbeid som er rettet mot de eldre: sykehjem, besøk av de eldre, og de forskjellige aktiviteter. problemstilling jeg ønsker å svare i denne studien er :

*How do volunteer coordinators motivate volunteers to stay committed for long-term engagements?*

For å kunne utføre denne masteroppgaven er jeg avhengig av at jeg får hjelp fra frivillige organisasjoner siden tema er basert på den jobben de gjør. I den forbindelse trenger jeg noen frivillige informanter som vil delta i mitt prosjekt. Det vil bli skrevet noen notater i løpet av intervjuet og ta lydopptak.

Data som skal samles skal brukes kun til skole oppgaven. Alle personopplysninger vil bli behandlet konfidensielt. Navneliste og intervjuer vil bli oppbevart hver for seg og data vil bli slettet etter at studien er over. I publikasjoner fra studien vil persondata anonymiseres.

Mvh



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