

Theory and application of volunteer motivation by applying Self- Determination Theory and Job Characteristic Theory



Bsc: Thesis

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Abstract

Motivation is a sensitive topic in volunteer organisations, because the majority of them are non-profit and can therefore not rely on financial incentives to increase the motivation of their members. Therefore, managers of volunteer organisation have to rely on other strategies to enhance and maintain motivation.

The objective of this literature study is to enhance and sustain volunteers' motivation by analysing motivation determining factors and outcomes and the relation between them.

For analysing volunteer motivation the dimensions of personal differences and the external environment are taken into consideration and discuss in their relation to work motivation and motivational related outcomes. The analysis is based on the Self-Determination Theory (SDT) and the Job- Characteristic theory (JCT).

Results are that volunteer's behaviour is motivated by autonomous and controlled motivation and the match with these drivers with the content of the job is substantial for volunteer motivation. Furthermore, is shown that autonomy act as the mediator for autonomous motivation. In addition is shown that JCT facilitate volunteer's autonomous work motivation. However, autonomous motivation lead partly to specific outcomes. Some are directly depending on the job characteristics. Stressing the fact that not only motivation but also job design is crucial for positive volunteer behaviour. All aspects are influence by the work environment. The practical consideration of the results conclude in a seven step plan which is used as foundation of formulating the managerial advice.

Keywords: Autonomous motivation, Volunteer, Organisation, Job Characteristics

Table of Contents

Table of Contents	3
Table of Figures.....	4
1. General introduction.....	5
1.1 Motivation	6
1.2 Work motivation.....	7
1.3 Central research question.....	8
1.4 Sub research questions	8
1.5 Methods and Structure	9
2. Individual differences in motivation	10
2.1 Self-Determination Theory (SDT)	10
2.2 Job Characteristic Model	16
2.4 Job Characteristic Model and Self-Determination Theory.....	17
2.5 The motivation of volunteers.....	18
2.6 Conclusion of this section	19
3. Outcomes.....	22
3.1 Satisfaction	22
3.2 Intention to quit	23
3.3 Volunteer Performance.....	23
3.4 Conclusion of this Section	24
4. External Environment.....	26
4.1 Overjustification effect	27
4.2 Beyond the three needs.....	27
4.3 Societal Environment.....	28
4.4 Conclusion of this section	29
5. Practical application	31

6. Managerial Advice.....	33
6.1 Introduction IBBESS.....	33
6.2 Problem Description	33
6.3 Managerial advice.....	35
Assumptions and Limitations of the initial advice	38
6.4 Feedback of the Founder.....	39
6.5 Changes in the initial Managerial Advice	39
7. Discussion and Limitations of the literature study	41
8. Conclusion	42
9. Appendix	44
9.1 References	44
9.2 Transcript of the interview	51
9.3 Email addressing the topic.....	53

Table of Figures

Figure 1 Title Page (What's your motivation at work? 3 questions to ask yourself).....	1
Figure 2 Proposed Model of the relationships between the different dimensions.....	9
Figure 3 Taxonomy of Motivation (Deci & Ryan 2000).....	12
Figure 4 Work Motivation Process.....	20
Figure 5 Work Motivation Process and Outcomes	25
Figure 6 Work Motivation Process, Outcomes and External Environment	30
Figure 7 All Dimensions, Starting Point Analysis.....	31

1. General introduction

In 2014, 12 Mio people were working as volunteers in Germany (Verbreitung ehrenamtlicher Arbeit in Deutschland 2015). Volunteer work is defined as organized unpaid help to support another person, groups or movement (Wilson, 2000). But why are people doing it? Volunteer work does not provide any salary for the volunteers (Pearce 1993 p.8), but many organisations and initiatives are dependent on the voluntary contribution of people and are really interested to keep volunteers (motivated).

I am currently member of a volunteer organisation called IBBESS (short form of International Bio-Based Economy Student Symposium). Besides my role as member of the logistic team I am also serving as a kind of consultant for the founder for business practices and decision making.

Over the last half a year, IBBESS is experiencing a lack of motivation of their members with extensive effects on volunteer performance, intention to quit and satisfaction.

This is leading to the following objective of this paper.

The objective of this research is to enhance and sustain volunteers' motivation by analysing motivation determining factors and outcomes and their relation in between. The outcomes of the analyse are then translated into a managerial advice for the founder of IBBESS on how to enhance and maintain work motivation in a volunteer organisation in order to achieve positive motivationally related work behaviour and work experience.

Before starting the analysis is it fundamental to define the concepts of motivation and work motivation and the relationship between both concepts.

1.1 Motivation

The definitions of motivation differ among different authors (Steers Mowday & Shapiro, 2004). Nevertheless, all definitions include three distinguishing factors, namely: Energy, direction/ goal, and persistence (Robbins, Decenzo, & Coulter, 2001 p. 296; Pinder 1998 read in Meyer, van den Berghe & Becker, 2004).

The easiest way to describe the definition of motivation is by imagining Frank: It is early in the morning and Frank lies in his warm and cosy bed. Frank needs energy to get out of bed Frank needs energy. Energy is described as the force or power behind every action (Robbins et al., 2001 p. 296). Managers of course want to sustain a high energy level within a company to ensure progress. Frank finally gathers enough energy to get out of bed and really wants to use the day but he has no clear direction/goal after all. He finally decides to start a morning workout. This brings the attribute of direction/goal into play. Direction/Goal is the goal a person usually sets for himself and one that he wants to achieve with their own energy (Robbins et al., 2001 p. 296). In an organizational context these goals are usually provided by the upper management. The last attribute is described as persistence or the amount of energy people are willing to provide for a certain goal. In case of Frank and his morning workout, persistence expresses how long his workout will be. On an organizational level, persistence is expressed in the engagement with a task. Does an employee give up easily or does he stay focused and tries to figure out a solution for a certain problem?

As the interpretation of the definition already indicates motivation is individually different (Robbins et al., 2001).

“Our knowledge of motivation tells us that we can’t label people that way because individuals differ in motivational drive and their overall motivational varies from situation to situation” (Robbins et al. 2001 p. 296)

This quote reinforces the statement that motivation is different for every person. Also Robbins et al. (2001) state that motivation is not only influenced by personal differences but also by situational factors.

1.2 Work motivation

The three mentioned factors (energy, goal/direction and persistence) are building the basis for the work motivation definition. Work motivation is an applied form of the three factors used in organisational settings which modify the initial motivation definition into: Work motivation is the energy and persistence an employee has to reach organisational goals (Pinder 1998 as cited in Franco, Bennett & Kanfer, 2002). Besides the three factors does Franco et al. (2002) include the 'work external or contextual work factors' and the 'societal context'. The following sentence is stated: "...*worker motivation is the result of the interactions between individuals and their work environment, and the fit between these interactions and the broader societal context.*" (Franco et al. 2002, p 1255)

All factors together form both definitions together (Energy, persistence, goal/direction, contextual work factors and societal context) are building the basis for the work motivation and all factors are considered in this paper.

Application of the work motivation definition: Two factor theory (Herzberg, Mausner and Snyderman, 1959)

The extended definition shows the two dimensional nature of work motivation. An approach that was also included in the two-factor theory developed by Herzberg, Mausner and Snyderman (1959). They basically divided work motivation into two main factors. On the one side are the 'motivators' (internal factors) and on the other side the 'Hygiene- or Maintenance factors' (external factors). Herzberg et al. refer to the motivators as job internal aspects that either provoke satisfaction or stay neutral depending on whether or not the aspects of the motivators are satisfied. Whereas Hygiene- or Maintenance factors are referred to as job external factors that either provoke dissatisfaction by not fulfilling the external aspect or stay neutral by fulfilling these demands. However, this theory is criticized heavily over the years by many researchers due to the inability to reproduce the study (Hinton, 1968; Dunnette, Campbell & Hakal, 1967) and the simplistic way Herzberg et al. analyse their results (summarized in House & Wigdor, 1967). Especially the strict bipolarity of both factors is object of criticism. Wernimont (1966) concludes that motivators as well as hygiene factors can be satisfying as well as dissatisfying which makes a distinction between the two (almost) impossible. Another point of criticism is that people tend to blame

the external environment for their dissatisfaction (Vroom, 1964; as cited in House & Wigdor, 1967).

Due to the criticism, this research is not further paying attention to all these factors. Only the two way approach of work motivation is kept

1.3 Central research question

How do the difference between persons and the external environment influence the work motivation of volunteers and the motivation related outcomes of volunteers?

1.4 Sub research questions

Considering the fact that motivation is different among people and its dependency on situational factors, sub questions occur that have to be answered to fulfil the goal of this paper.

The first question is how does the personal difference of motivation affect volunteers' working motivation (1) and how should these personal differences be addressed the in an organisational setting (2).

Secondly, both definitions (motivation and work motivation) and Herzberg et al. (1959) include the dependencies of situational or the external environment on volunteers work motivation. Therefore, the third question is how the external environment must be to enhance and sustain volunteers work motivation (3).

The goal of the research include motivational related outcomes. This leads to the question of what are these outcomes (4) and are they purely related to motivation (5)

By examining the sub research question is it possible to identify three dimensions, namely: Volunteers' work motivation, the external environment and motivation related outcomes. Furthermore, the definitions indicate a relationship between the external environment and work motivation. The dimensions and relations are demonstrated in the following model.

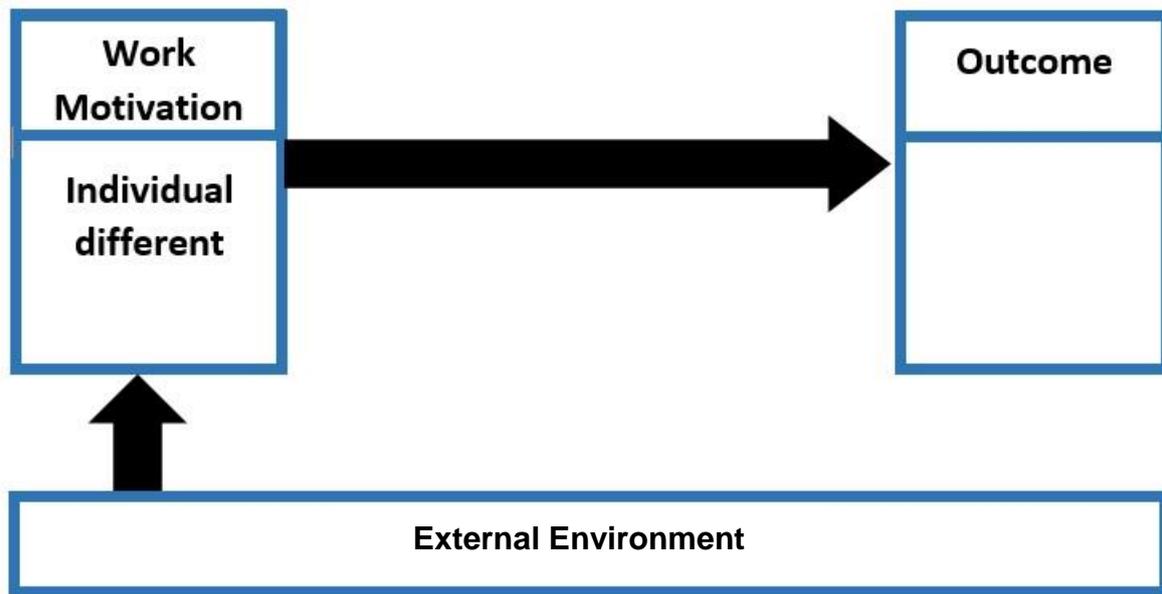


Figure 2 Proposed Model of the relationships between the different dimensions

In the model (Figure 2) does every blue box present one of the three dimensions and every black arrow represent the relationship between the dimensions.

At the end of every section this model will be extended and modified based on the new obtained knowledge of motivation in volunteer organisations.

1.5 Methods and Structure

This paper is mainly based on literature research. Furthermore, the managerial advice is based on the findings of the literature study and is complemented with personal experiences as an active member of IBESS and with an interview with the founder of IBESS (Appendix 9.2).

This paper is divided into eight superior sections. Starting with the discussion of the first two sub research questions in which the individual differences in motivation and the application of the findings into the organisation are researched(1), (2). The second section is dedicated to analyse the motivation related outcomes of work motivation and the implementation into the organisation (4), (5). The third section will discussed the third sub research question regarding the external environment (3).

The fourth section will discussed the practical consideration of obtained results from the sub research question which are then used in the sixth section for the managerial advice. The last section includes the overall discussion and results.

At the end of the first three sections the model will be extended and modified based on the new obtained insides of motivation in volunteer organisations.

To start off the analysis the personal differences in motivation between people and a possible classification of motivation are investigated.

2. Individual differences in motivation

As mentioned in the introduction, the degree of motivation is different between people. With respect to the research aim, is it crucial to identify different kinds of motivation which lead to different work related behaviours and work experiences. There are many theories out there explaining how different motivations occur e.g. Maslow's hierarchy of needs (1954 as cited in Wahba & Birdwell, 1976).

For the identification of different kinds of motivation the paper applies the Self-Determination Theory (SDT) by Ryan and Deci (2000). The concept is used by many researchers to classify work motivation of volunteers (eg. Millette & Gangé 2008; Haivas, Hofmans & Pepermans 2012; Bidee, Vantilborh, Pepermans, Huybrechts, Willems, Jegers and Hofmans 2013) and is therefore used in this volunteer motivation research.

2.1 Self-Determination Theory (SDT)

The Self-Determination Theory (SDT) by Ryan and Deci (2000) stresses two different kinds of motivation depending on the degree of perceived autonomy in motivation. For this, they distinguish between two major dimensions: The 'intrinsic motivation' and 'extrinsic motivation'.

Intrinsic motivation

In general, intrinsic motivation is described as motivation that originates in and/or is located inside of a person- or- in other words the perceived locus of causality is internal (deCharms, 1968 read in Ryan & Deci, 2000). An intrinsically motivated person is doing a task because he or she is motivated by the task itself, they enjoy to carry out this task. Or to put it another way

"Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn." (Ryan et al., 2000 p.70).

Behaviour based on intrinsic motivation results in the most desirable outcomes such as persistence and high performance quality (Baard, Deci & Ryan, 2004) and goal attainment (Sheldon & Elliot, 1998).

Extrinsic motivation

Everyone has different preferences, some people do like mathematics and see a difficult exercise as enjoyable and challenging, while others experience mathematics as too complex and perceive difficult challenges as annoying and time-consuming. But in the end, both kinds of people do their task and both probably find the correct solution. The fact that both are doing the task means that in the second case (i.e. when difficult challenges are not seen as fun and entertaining) the person must be driven by another kind of motivation. In this case it is extrinsic motivation.

The main difference between extrinsic and intrinsic motivation is the shift of reason for why a person behaves in a certain way. Externally motivated behaviour is caused and “controlled” by external causes like avoiding punishment, gaining a reward or the instrumental value (the goal a person is trying to reach like learning new skills or increase experience) of an activity. Therefore the perceived locus of control is external (deCharms, 1986, as cited in Ryan & Deci, 2000).

Howsoever, extrinsic motivation is the superior concept which again can be classified into different kinds of extrinsic motivation. An individual can be externally motivated by either avoiding punishment, gaining a reward or for the pure instrumental value of an activity. The differences between these extrinsic motivation sources is caused by the process of “internalization and integration of values and behavioural regulations” (Deci & Ryan, 1985).

Internalization describes the “taking in” of regulation with underlying value and integration is the process of integrating this value into the self. For example: An organisation have a particular set of rules to ensure the organisational values productivity and quality. Now the internalization and integration process takes place and the employee takes one of the values (internalization) e.g. productivity and integrate the organisational value into his own self-concept (integration), meaning that the employee does now also value productivity and he will behave accordingly.

The result of this process is that the motivation to behave according to the value is self-determination, because with the integration of the value in the self the person is not controlled by the organisation but rather by his own self.

In the sub theory *organismic integration theory* (OIT) Deci and Ryan (1985) explore factors that either facilitate or disrupt the internalization and integration process and the taxonomy of external motivation types.

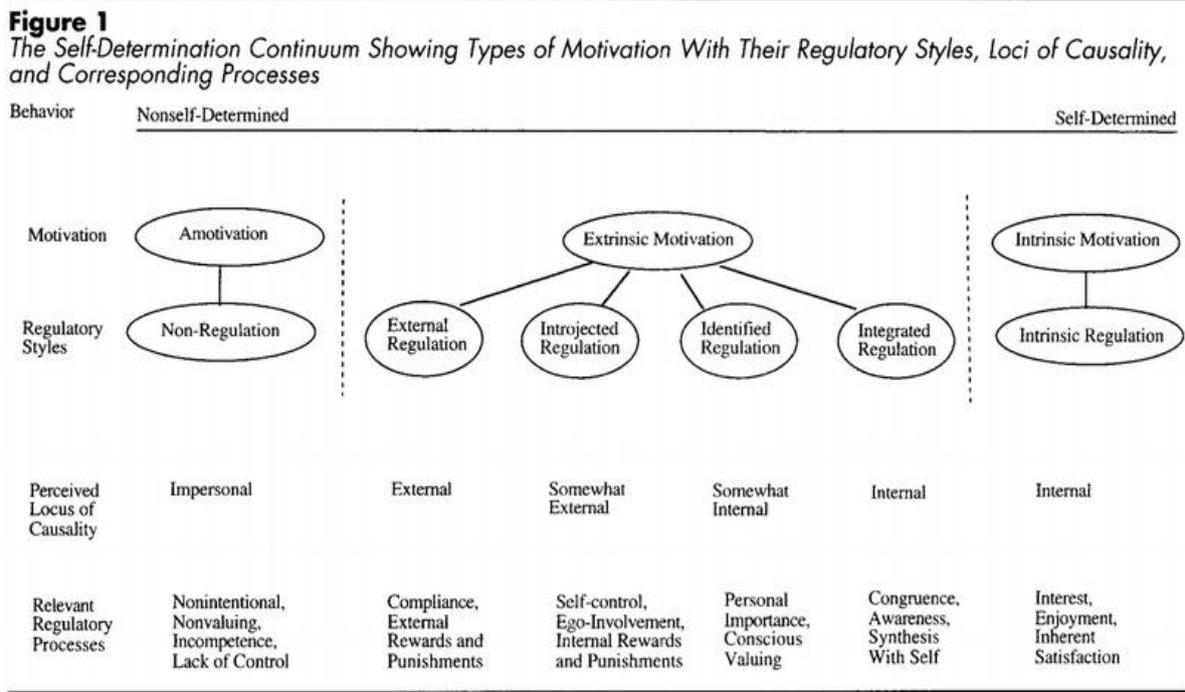


Figure 3 Taxonomy of Motivation (Deci & Ryan 2000)

The main differences between intrinsic and extrinsic motivation types are the perceived locus of causality (perceived autonomy) and the relevant regulatory process. Figure three present the taxonomy of the different motivation forms divided in the three major dimensions: Amotivation, extrinsic- (with the different subdivisions) and intrinsic motivation. Starting from the far left is Amotivation. A person in this state refuses to act, or acts without any pre-defined goal of the behaviour. Amotivation is caused by a lack of perceived competence (Bandura, 1986; as cited in Ryan & Deci, 2000), by a (perceived) lack of value of the activity (Ryan, 1995), or by doubt that the activity will lead to an expected outcome (Seligman, 1975 as cited in Ryan & Deci 2000).

Moving to the right the next dimension is external regulation starting with the subdivision *External Regulation*. *External Regulation* is motivated by and directed through external rewards and demands. Next along the continuum lies *Introjected*

Regulation, here motivation is based on the regulatory process of ego-involvement and gaining self-worth. The next subdivision of extrinsic motivation is *Identified Regulation*, which is characterised a more autonomous motivated behaviour but, due to the task being perceived as personally meaningful and the person values the task which results in task persistence. However, the task is done to achieve an instrumental value, which is the reason why it is still extrinsically motivated. The last category, *Integrated Regulation*, does not vary much from *Identified Regulation* and contains many similarities to the dimension intrinsic motivation. The task is fully integrated in the self of the person, the only remaining difference between intrinsic motivation and *Integrated Regulation* is the motivation still being focused on an instrumental value instead of being motivated by the task itself (Ryan & Deci, 2000). As mentioned earlier, all categories vary in the factor of perceived autonomy as a product of the ‘internalization and integration process. The more the categories are located to the right (closer to intrinsic motivation), the self-determined the motivation becomes. That means that less external influence is needed to motivate a person because the person has “taken in” and transformed the “external behaviour regulation and the value that underlies it” (Gangé & Deci, 2005) into the self. In the last category of extrinsic motivation (*Integrated Regulation*) this process is completed, resulting in a congruence between the person and the external values and regulations.

The present dimensions and subdivisions are not in a continuous order or stages and can change over time. A person’s motivation can change from intrinsic motivated to be motivated by external regulations without experience the other subdivisions of extrinsic motivation at all. A change of motivation (i.e. from extrinsically motivated to intrinsically motivated) is caused by general experience and current situational factors (Ryan, 1995), an increase in cognitive capacities and self-development (Loevinger & Blasi, 1991 as cited in Ryan & Deci, 2000) or a change in the needs of Competence, Autonomy, and Relatedness (Ryan & Deci, 2000) that will be discussed in the next section.

Three Psychological Needs

The SDT describe the importance of three needs every person is trying to satisfy in the social environment (Gangé & Deci, 2005). These three needs have a substantial impact on the internalisation and integration process, which will be discussed in the following.

Relatedness

Extrinsic motivation is depending on the external social environment. Therefore, the relationship or “relatedness” with this external social environment plays an important role for extrinsic motivation. A task is always promoted and valued by an external social environment thus a positive relationship with the external social environment facilitates the extrinsic motivation, or the other way around (Deci & Ryan, 2000). In other words, relatedness is the extent a person can and will connect to the social environment or group that provide the tasks or values. These connection is important in the process of internalization of external regulations together with the underlying value. For example: An employee is part of an organisation that highly value effective and productive work. The employee would like to connect to this organisation because the social environment is congenial. Therefore the employee connect with the social environment of the organization by also starting to value effective and productive work.

Competence

Like relatedness, competence promotes the process of internalization. A person that feels competent is more likely to adopt the values and regulations of a social group (Vallerand, 1997). In case, the employee does not have the skills to work effective and productive and he cannot properly connect with the social environment.

Autonomy

Autonomy is the feeling of not being controlled and not being compelled to behave in a certain way. For clarification. Imagine a person that is intrinsic motivated by a certain task. He does the task in different way than everyone else but he obtained the same results. Now someone force him to do it the way that everyone else is doing it. This forcing a restriction of autonomy and is leading to lower motivation. Therefore is autonomy essential for intrinsic motivation whereby Competence and

Relatedness are less important because the internalization and integration process is not necessary for intrinsic motivation (Ryan & Deci 2000).

Autonomy is the crucial factor in the process of integration of a value into the self. Up to know the need of relatedness and competence describe the process of internalization of an external regulation and the underlying value. The person feels competence to fulfil the regulation and can connect to a social environment. The integration process is facilitate by autonomy. It provides the person the freedom on how to integrate the value into the self.

The integration process results in high external motivated behaviour. If constraints are set on autonomy like controlling rewards or punishment for a certain behaviour, autonomy is not present. This results in low extrinsic motivation (Gangé & Deci, 2005; Ryan & Deci, 2000).

Concluding from the discussion of the SDT is that a manager should focusing on facilitating intrinsic- and high autonomous extrinsic motivation to ensure high motivation, positive work behaviour as well as positive work experience.

Due to the goal of the research the action to facilitate intrinsic and high autonomous extrinsic motivation has to be an action that manager can directly carry out. Taken these criteria into consideration too suitable theories would be applicable: The Goals Setting Theory (Locke & Latham 1990 as cited in Gangé & Deci 2005) and the Job Characteristic Theory (Hackman & Oldham, 1976).

The throwback of the Goal setting theory is that the theory does not distinguish between different kinds of motivation (intrinsic and extrenis) (Gangé & Deci 2005). Therefore, most suitable action is to apply the Job Characteristic Theory (JCT) (Hackman & Oldham, 1976). The reason is that volunteers are working on different tasks or jobs which design a manager can influence. Furthermore, the JCT is directly linked to the SDT by claiming that the JCT provoke autonomous motivation (Gangé & Deci, 2005). For clarification autonomous motivation is the opposite of controlled motivation and is comparable to intrinsic and extrinsic motivation (Gangé & Deci, 2005) whereby autonomous equal intrinsic and controlled equals extrinsic motivation.

2.2 Job Characteristic Model

In 1976, Hackman and Oldham developed the 'Job Characteristic Model'. The fundamental idea that this model suggests is that autonomous work motivation, high performance, satisfaction and low absenteeism and turnover can be obtained by satisfying three psychological states: experienced meaningfulness of the work, experienced responsibility for outcomes of the work and knowledge of actual results of the work activities (Hackman & Oldham, 1976). Hackman and Oldham suggest that satisfaction in these three aspects can be achieved through optimal job design. Therefore, they develop five job characteristics every job should contain based on the three psychological states. Redesigning a job by enhancing these five characteristics leads to the mentioned above outcomes.

These job characteristics are:

1. 'skill variety': Variation of job related activities.
2. 'task identity': The extent to which a person can identify himself with the work
3. 'task significance': The extent to which a job has impact on the lives of others
4. 'autonomy': The extent to which a job is experienced as independent and autonomous
5. 'feedback': The extent to which direct and clear information about own job performance is provided .

The effect of the five job characteristics of the outcomes is mediated by three moderators. These are:

1. Growth Need Strength: How people respond to a high motivating job. People with a strong need for growth will respond more positively to the job opportunity than people with a low need for growth.
2. Knowledge and Skill (Hackman & Oldham, 1980; as cited in Fried & Ferris, 1987): Determines whether the employee is capable of doing the job
3. Context Satisfaction (Oldham, Hackman & Pearce, 1976): When people are not satisfied with the work context factors/ external environment possibly resulting in a decrease of their positive response to a job

The SDT state that the kind of motivation a person has (intrinsic or extrinsic) is different between persons, whereby Hackman and Oldham argue that manifestation of three moderators are making the difference. The explicit discussion of the similarities and differences between SDT and the JCT is part of the next segment.

2.4 Job Characteristic Model and Self-Determination Theory

As already mentioned in the introduction of the JCT, there are some overlaps between many aspects of the SDT and JCT.

Note that competence (SDT) and Knowledge and Skill (JCT) are not the same. Competence is the by the person perceived expertise about a task whereby Knowledge and Skill refer to the actual ability of the person. Competence (SDT) would be rather comparable to the job characteristic feedback.

Also, both are focusing on autonomous motivation (Gagné and Deci, 2005) and also both are stressing the importance of autonomy as either a psychological need (SDT) or as an essential job characteristic. Furthermore, research have indicate autonomy as the mediator for autonomous motivation (Haivas, Hofmans & Pepermans 2012; Schie, Güntert, Oostlander & Wehner, 2014) and shows that autonomy must be provided by the manager to enable autonomous motivation in the organisation. However, the difference between both theories is that JCT claims that intrinsic motivation can be obtained through optimal job design, which is regulated by the three mediators. While SDT claims that the kind of motivation a person perceive towards a certain task is individual different. The three needs autonomy, relatedness and competence only facilitate the internalization and integration process and not create intrinsic motivation.

But which approach is valid?

As research at the matching hypothesis shows that the match between the personal motivation and the volunteer situation is crucial for recruitment and holding volunteers in the organisation (Clary, Snyder, Ridge, Miene & Haugen, 1994).

“volunteers whose motivational concerns are served by their participation would derive greater satisfaction than those whose concerns are not met” (Clary and Snyder, 1999, p. 158)

This statement shows that in case of volunteer work it is crucial to match the task that is given to a particular volunteer with their individual motivation for engaging in

volunteer work at all. However, research has shown that an continuous fulfilling of the matching hypothesis results in volunteer commitment, and satisfaction (Clary, Snyder, Ridge, Copeland, Stukas, Miene & Haugen 1998; Clary & Miller, 1986; Omoto & Snyder, 1995).

Millette and Gangé (2008) showed that in volunteerism the outcomes of JCT are only correlated with intrinsic motivation and, to a limited extent, with high autonomous extrinsic motivation, showing that JCT does only apply if autonomous motivation is pre-existing. Based on the presented research the paper define autonomous motivation as intrinsic and high autonomous extrinsic motivation.

The obtain conclusion is that autonomous motivation must be pre-existing by the volunteer to achieve autonomous work motivation. Therefore the approach from the SDT is valid and the JCT does facilitate, enhance and translate the autonomous motivation into the work context.

With regard to this conclusion the question emerge about what the motives of volunteer are and whether these motives are autonomous and if so, which extent (high autonomous extrinsic or intrinsic)?

2.5 The motivation of volunteers

As discussed before, it is crucial for a manager to know what motivates a person. In volunteer organisations managers mostly make the assumption that the volunteers are joining the organisation due to the values of the organisation. This is a common misperception by volunteer managers (Clary and Snyder, 1999). But what actually motivates volunteers to join a particular organisation?

To find an answer Clary, Ridge, Snyder, Copeland, Haugen and Miene (1998) attend to categorize volunteer motivation accordingly to the functions a volunteer is trying to satisfy by volunteering .These are:

- Understanding: Motive to gain skills through hands on experience.
- Enhancement: Motive of psychological development.
- Career: Motive of seeking for career opportunities.
- Social: Motive of finding social relationships.
- Protective: Volunteering as distraction from personal problems.
- Values: Motive to express personal values.

Furthermore, Clary and Snyder state a person can be driven by one or more of these motives. Similar, Snyder and Omoto show that the motivation to volunteer is more complex and can be driven by selfish as well as altruistic motives (2008), showing that the motivation of volunteers is more complex and more motives need to be taken into consideration in the analysis of volunteers` motivation.

A throwback of this categorization is that Clary et al. (1998) do not provide any indication about what function leads to the highest and most persistent motivation. They argue that motivation is obtained by matching the motives to the task, which stresses again the importance of knowing the motive of volunteers. However, by considering the SDT, enable a subjective interpretation of Clary et al. (1998) volunteer motives to categorize these motives into intrinsic and extrinsic motives. Therefore, intrinsic motives are Protective and Values and extrinsic are Understanding, Enhancement, Social, and Career. This categorization enable managers to better understand and evaluate the motivation of the volunteer. Note, that these distinction is highly subjective and that some motives can be both intrinsic and extrinsic. Following the argumentation of the SDT, volunteers with more intrinsic motives will be more persistent, will have higher satisfaction, and higher performance compared to more extrinsic motivated volunteers.

2.6 Conclusion of this section

Regarding to the first sub research question the personal differences have a substantial impact on motivation, because the type of motivation (intrinsic or extrinsic) and the match between the motive of a volunteer and the job is critical for the motivation. As showed, motivation can be autonomous or controlled whereby autonomous (intrinsic or high autonomous extrinsic motivation) is leading to higher motivation related outcomes and is therefore from a management perspective desirable.

Regarding to the second sub research question the adoption of the Job Characteristic Theory is appropriate to enhance autonomous motivation in the organisation. These conclusions are added model introduced in the beginning

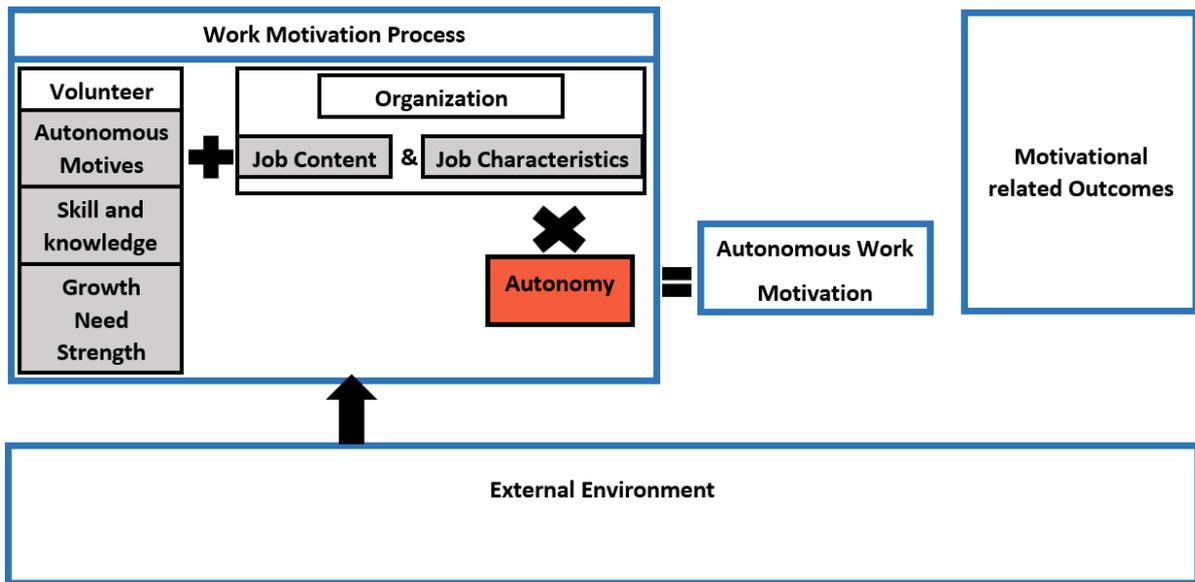


Figure 4 Work Motivation Process

In comparison with to Figure 3, Figure 4 change, the dimension “Work motivation” to “Work Motivation Process”. This is in order underpin that his is a process with a clear beginning and end it and different steps have to be fulfilled in between in order to achieve autonomous work motivation, which will be explained more in detail. First of all, two additional sub dimensions are added ‘Volunteer’ and ‘Organisation’. The sub-dimension ‘Volunteer’ represent the individual attributes of the volunteer. These include his ‘autonomous motives, ’skill and knowledge’ and his ‘Growth Need Strength’. The last two are integrated in the model since they serve as a moderator of the effects of the JCT.

The sub-dimension ‘Organisation’ represents the organisation including the aspects of the Job content (What the job is) and the Job Characteristics (from the JCT). They are both connect with the ‘&’ to show that they both together form the ‘Organisation’ dimension. Both dimension are connected via the black plus sign, which represent the ‘Matching Hypothesis’ in the model.

A fulfilled ‘Matching Hypothesis’ (thus the match of the personal motives with the organisation) is resulting in ‘Autonomous Work Motivation’ shown in the model by the black ‘equal’ sign.

Furthermore, the factor autonomy has been added to the model. As discuss during this section autonomy serve as mediator for autonomous motivation. Meaning the degree of autonomous motivation depends on the perceived degree of autonomy by the volunteer. The red box in the model underpins the fundamental function of

autonomy in the motivation process. The role of autonomy as a mediator is present with the black cross.

Similar, as in the previous model the black arrows represent a relationship between two different aspects. In this model the external environment affect both theories (autonomous motivation SDT and JCT). Therefore the relationship between the 'Work Motivation Process' and the 'External Environment' is added.

The reason why it is called the 'Work Motivation Process' is that in order to achieve autonomous work motivation four aspects have to be considered. First the volunteer, than the Job content and characteristics, than the match between both and lastly the degree of provided autonomy.

In the previous model was is a relationship between the motivation and the motivation related outcome is indicated. The reason why it is not included in this updated version is that both theories (SDT for autonomous motivation and JCT) claim their theories would lead to the particular outcomes. But up to know it is not explored which theory affect which particular outcome. This will be covered in the next section.

Seeing this model in context of the main goal of enhancing and maintaining work motivation, four aspects need to be considered. First one is, a manager should identify the motivation of the volunteers (autonomous or controlled), skill and knowledge and their "Growth Need Strength". The second aspect is, to ensure that job and task are matching with the motivation/ motives of the volunteer and are the job and is the task designed in a way that they facilitate autonomous motivation (JCT)? Thirdly, is autonomy present in the organisation?

The satisfaction of these aspects result in autonomous work motivation. Which should lead to different motivation related outcomes. These outcomes are the topic of the following section.

3. Outcomes

Outcomes were part of the discussion in both SDT and JCT. Both theories claim that by applying them to the work field yield an increase in the outcome factors like satisfaction, performance and etc. (Gangé & Deci 2000; Hackman & Oldham 1976). But which outcome factor is correlated to JCT and which is correlated to autonomous motivation and what other aspects do influence the outcomes? With respect to the research's aim of enhancing and sustaining motivation in the volunteer organisation, the relationship between the outcome factors and autonomous motivation or the job characteristics enables manager to identify weak points in their motivation strategy. This will be explored more in detail in the end of this section.

Regarding to the main goal of this research to create the managerial advice for the manager of IBESS and to stay in the scope of this paper, only the following outcomes will be discussed: Satisfaction, performance, and intention to quit. They are selected because as shown in the introduction these factors are lacking in the organisation.

3.1 Satisfaction

Millette and Gangé (2008) found that a redesign of a volunteer's task with help of JCT increases volunteer satisfaction, while autonomous motivation does not have an impact on the perceived satisfaction of the volunteers. However, this effect was negatively mediated by external pressure and rewards. Millette and Gangé (2008) conclude that

"..., satisfaction was not only a function of finding meaning in and enjoying one's work, but also a function of not being driven by external pressure and rewards" (Millette and Gangé, 2008, p. 18).

These results show that even if a volunteer is autonomous motivated, it have no impact on his satisfaction with the work. An increase of satisfaction can only be achieved by using the JCT. Furthermore, satisfaction is influence by the external environment.

3.2 Intention to quit

Research shows that the intention to quit is negative correlated to autonomous motivation (Millette and Gangé 2008; Haivas et al., 2013). Additionally, Millette and Gagné (2008) found no relation to job characteristics. Due to the JCT being somewhat lacklustre in this regard, Millette and Gagné (2008) stress again the impact of other external factors on the intention to quit. However, volunteers' intention to quit is not only directed through their motivation but also through reasons beyond the control of the organisation (Bussell & Forbes 2002 as cited in Millette & Gangé 2008). Possible reasons are: illness, lack of time, and pressure of their social network to spend more time with them (Omoto and Snyder, 1995).

The analysis of the intention to quit shows that purely autonomous motivation have impact on the intention to quit. But also external factors are substantial.

3.3 Volunteer Performance

In general performance is described as contribution by the volunteer to the volunteer organisation (Farmer & Fedor, 2001)

Millette and Gangé (2008) found a positive correlation between JCT and volunteer performance but no correlation to autonomous motivation. This not present correlation of autonomous motivation and work performance is not congruent with the provided literature (Gangé & Deci, 2005; Miserandino, 1996). According to Millette and Gangé the reason for this could be caused by a not diverse enough sample (Millette & Gangé, 2008). Furthermore Bidee Vantilborgh, Pepermans, Huybrechts, Willems, Jegers and Hofmans (2012) found a positive correlation between autonomous motivation and performance in a volunteer setting. Thus to be consistent with the literature this paper argue for a correlation of volunteers performance and autonomous motivation.

Considering the of this paper, Farmer and Fedor argue that volunteer organization should evaluate volunteer performance on basis what the organization expect from the volunteer, but this evaluation is not without its issues (2001). One point is that evaluating is generally seen as a sensitive topic, because volunteers do see work evaluation as a contest of their contribution towards to organisation (Cnaan and Cascio, 1998). Another point is that managers assume volunteers are contributing to

the organisation just by being there (Farmer and Fedor 2001). This expectation of low performance create a cycle where managers do only expect mediocre performance and they lower their overall standards on performance ending that skilled volunteers leave the organisation, because they can not “take of their work”(Pearce, 1993 p. 57). Leaving of the skilled work lowers the performance even more. However, this raises the question why should someone volunteer without providing any useful contributions?

Performance is always depending on the context (external factors) and the skill and knowledge of the person (Johns, 2006; Robbins et al., 2001 p. 200).

Leading to the conclusion that performance is not only depending on the degree of motivation, but also on the way the external factors, knowledge and skill which either support performance or hinder performance.

3.4 Conclusion of this Section

Autonomous motivation does not regulate all outcomes. Only the intention to quit and a performance are related to autonomous motivation. Satisfaction and performance are related to Job Characteristics. Thus, keeping the sub research question (4) in mind, autonomous motivation does not regulate all outcomes factors, the design of the work itself is similar important. The integration of the outcomes into the model leads to the following updated version of the model (Figure 5).

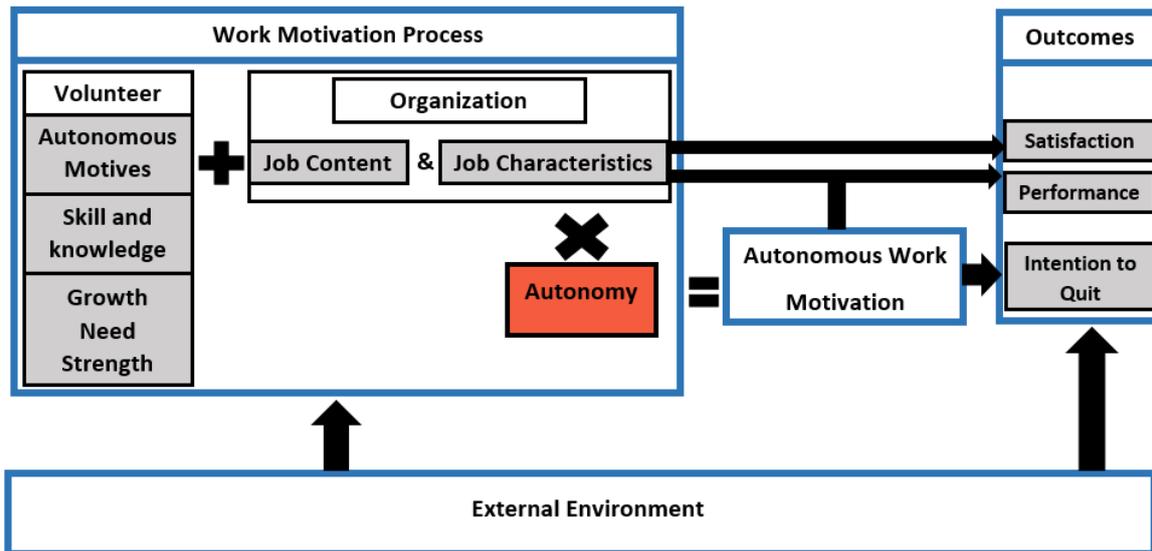


Figure 5 Work Motivation Process and Outcomes

Due to the fact that outcomes are not purely related to autonomous motivation, the caption of the outcomes changed from motivation related outcomes to outcomes. Furthermore, it is shown that the outcomes are also influenced by the external environment. This is indicated by the black arrow from the external environment to the outcomes.

Regarding to the main objective of the paper, the correlations between autonomous motivation, job characteristics and the outcomes can be used as an analysis tool by the manager. For example, in case the satisfaction of the volunteers decrease, the positive correlation between satisfaction and job characteristics indicate the manager have to improve the job characteristics to enhance satisfaction.

Over the course of this paper, the impact of the external environment on either motivation and the outcome variables of motivation was already mentioned. But what is the external environment?

4. External Environment

The external environment in an organisation is defined as:

“Situational opportunities and constraints that affect the occurrence and meaning of organizational behaviour as well as functional relationships between variables. Context can serve as a main effect or interact with personal variables such as disposition to affect organizational behaviour” (Johns, 2006 p. 386)

Unfortunately not much research has been done in the field of the external environment in a volunteer organisation (Millette & Gangé, 2008).

To approach the subject this research will consider the statements of the SDT and JCM about the external environment starting with the SDT.

The SDT stresses the importance the satisfaction the three needs: autonomy, competence and relatedness to ensure autonomous motivation and for the internalization and integration process (Ryan & Deci, 2000). As Gangé and Deci state:

“...but rather on the consequences of the extent to which individuals are able to satisfy the needs within social environment” (Gangé and Deci, 2005, p.337)

Therefore a person is trying to satisfy the three needs in the social environment.

Whereby relatedness is the need to relate to the social group and competence is the reinforcement a person get from the group in form of positive feedback (Deci, Koestner & Ryan, 2001) of his actions.

As already discuss in this paper autonomy is the most crucial need in this process and it serve as mediator for autonomous motivation. Thus the external environment should be autonomy supportive. Research has shown that autonomy supportive supervisors enhance autonomous motivation of the volunteers (Schie et al. 2014). In order to underpin further the substantial importance of autonomy the question arises what is going to happen if the external environment does not support autonomy in the organisation. To find an answer this paper discuss the so-called overjustification Effect (Lepper, Greene & Nisbett, 1973).

4.1 Overjustification effect

Autonomy of motivation is understood as motivation that is free from external constraints like punishment and rewards which are limiting the feeling of autonomy. DeCharms (1986) argues that such a decrease of autonomy over their own behaviour, can for some people result in a shift of perceived locus of control moving from an internal to an external source (as cited in Deci and Ryan, 2000; Deci 1971). Depending on how strong this perception is, an internally motivated person can fall back on the level of complete demotivation or low level external motivation.

Stukas, Snyder and Clary (1999) explore the Overjustification effect in students who had to take social work as a mandatory course in their semester. They found out that students who were exposed to external pressure to volunteer were less likely to volunteer in the future again than students who were not feeling this external pressure. This shows that volunteer work should always be without any external regulations (like rewards or punishment) which restrict the autonomy (freedom of choice, freedom to find their own way to do certain things) of the people who want to volunteer.

Given the goal of enhancing autonomous motivation the external environment should be designed in a way that meet these three needs. The reason is that they enhance intrinsic motivation (autonomy) and the internalization and integration process (autonomy, competence, and relatedness) which is resulting in high autonomous extrinsic motivation. Therefore, these three needs are building the basis for the external environment and every no other factor should interfere with them.

4.2 Beyond the three needs

The three needs mentioned above provide the basis for the external environment. However, as research has shown, more factors need be taken into consideration. Hackman, Oldham and Pearce (1976) conclude that an employee must be satisfied with the contextual factors like payment, security, co-workers, and supervision to obtain the highest motivation through job design. They argue that in case of dissatisfaction with the contextual factors, the effects of the JCT significantly diminish. The reason is that employee's energy is directed to satisfy the unsatisfied

contextual factor rather than the job itself. Only by resolving the contextual factors the employee is able to “experience, appreciate, and respond to the inherent richness of well-designed jobs” (Kulk et al., 1987, p. 283). To put it in other words, an unsatisfying external environment distract a person from satisfying the three psychological states.

An explanation is provided by the theory of the psychological contract (Argyris, 1960; as cited in Robinson, 1996). The psychological contract is an unwritten, mostly unspoken subjective set of expectations and beliefs of employees towards the behaviour and demands of the organisation. A breach of the psychological contract occurs when these expectations and beliefs of the employee are not congruent with the behaviour and demands of the organisation (Katz 1964). The results of such a breach is that the motivation of the employee decreases, because his expectations and beliefs are not meet. (Katz 1964).

This results fact that volunteer work is not as clearly defined as the work of paid staff in terms of working hours, relation to the supervisor etc., which are covered in work contracts for the paid staff. In contrary, volunteer work is mostly contract free work with obligations. According to Pearce (1993 p. 29), the wage-defined roles of volunteerism in the organisation create confusion and different expectations among the volunteers concerning, such as their supervision and the amount of help they can expect to get in the organisation. This uncertainty about what volunteers can expect from their supervisor in terms of e.g. personal assistance and etc. This leading to different expectation about their supervision. If these expectations then are not met by the supervisor a breach in the psychological contract occurs and the motivation of the volunteer diminishes.

The definition of work motivation include not only the work environment but the societal environment as well. (Franco et al. 2002).

4.3 Societal Environment

In paid work the impact of the societal environment on motivation of employees is greatly and is directly dependent on the economic state of a country/ sector (Wiley 1997). In times of economic crises or downswing, employees reported that their main source of motivation is job safety and salaries. Vice versa, in times of economic

boom or upswing people were motivated by appreciation of their work and a interesting job (Wiley, 1997).

However a similar relationship was not found in literature. People with a higher education and economic welfare are more likely to volunteer than people without these backgrounds (Pearce, 1993 P. 65) and education as the leading factor (McPherson & Lockwood, 1980 in Peace 1993 p.65). Furthermore, research has shown that people working in governmental organisation are more likely to volunteer than people working in a private sector (Wilson & Musick, 1997). Also the neighbourhood does influence volunteerism. Is the neighbourhood considered as unsafe, the intention to volunteer is higher. (Chavis & Wandersman, 1990). But the literature does not provide any information about the impact of the societal environment on motivation of volunteers.

4.4 Conclusion of this section

The made analysis of this section shows the fundamental impact of the external environment on autonomous motivation. In respect to the third research goal this segment discuss two important aspects of the external environment. First this paper establishes three basic needs (autonomy, competence and feedback) which needs to be satisfied in every external environment. From the three needs autonomy is the most important one, since it is the essential for autonomous motivation (Ryan & Deci 2000). Given the sub research question (3) and the main goal, the three needs form the SDT establish the basic characteristics every external environment should satisfy in order to enhance and sustain a motivating external work environment. Beyond the three needs is it crucial to meet volunteers' expectations about the external environment to ensure the effectiveness of the JCT implementation. The integration of the findings in the already previously presented model is shown below.

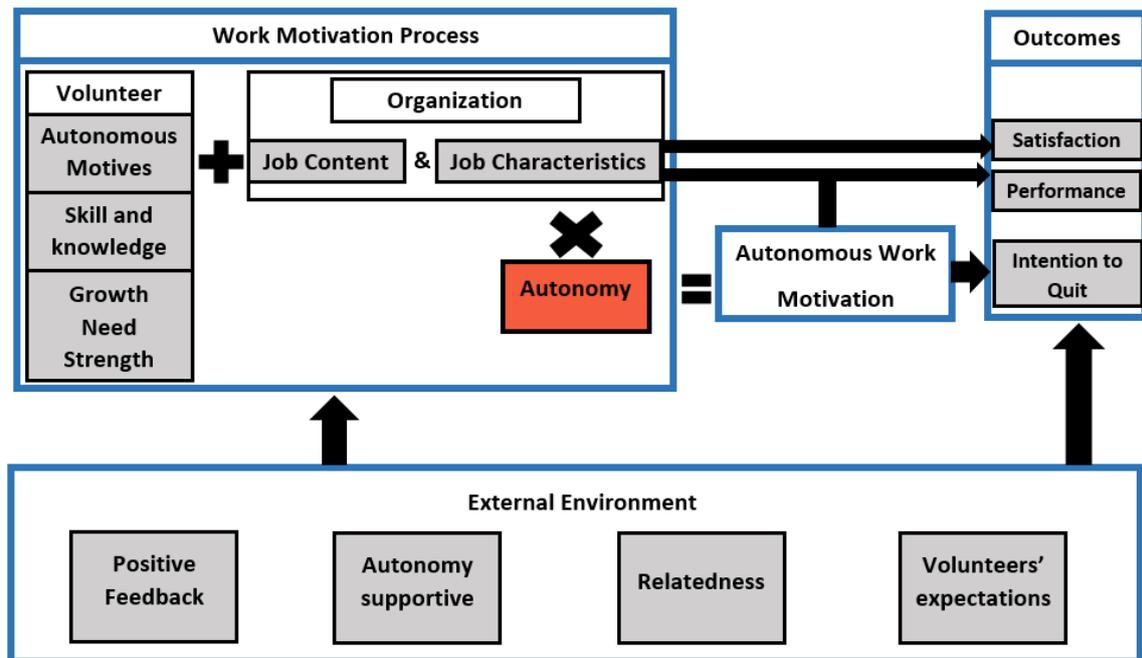


Figure 6 Work Motivation Process, Outcomes and External Environment

The Figure six shows the external environment, which is based on the three needs and volunteers' expectation. The need for competence is illustrate as positive feedback, since competence is the perception of the person about his own abilities and skills which the external environment can only indirect influence. To enhance competence the external environment should therefore provide positive feedback to support and enhance the competence perception of a person.

Over the course of this research the essential role of autonomy is multiple times discussed. Therefore, the external environment should be autonomy supportive to increase the experience autonomy of the volunteers. The last two additions describe the need of relatedness of a person to a social group and the expectations a person have about work related factors such as supervision. If these expectations are not meet then the energy of the person shifts from concentrating on the job, to satisfying the unsatisfying work related factors.

In the next section this now complete model will be discuss in context of how to use it in practical application.

5. Practical application

In order to meet the goal of the research the model will be translated into a seven step plan a manager can follow to ensure a motivated workforce. The seven steps deduce from reading the model from the left to the right, and by considering the major aspects, starting with the work motivation process (indicate with the red arrow in Figure 7).

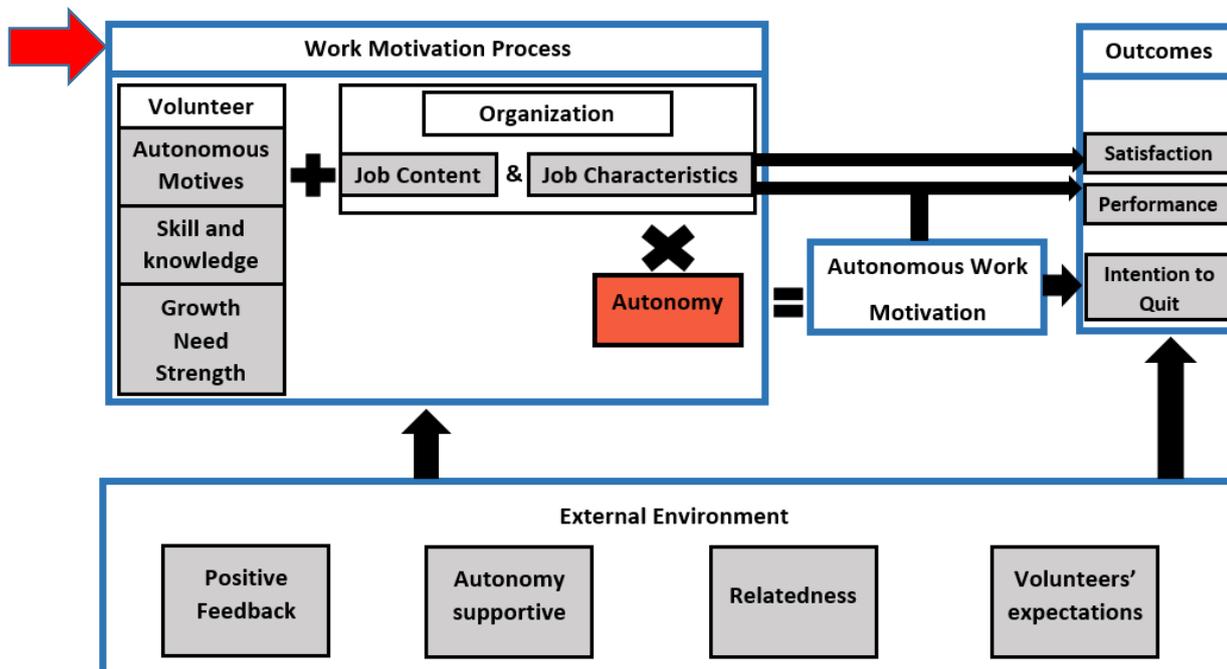


Figure 7 All Dimensions, Starting Point Analysis

The work motivation process contains three essential sub-dimensions, namely the 'volunteer', 'organization' (both are linked with the matching hypothesis) and 'autonomy' (which serve as the mediator). From this three sub-dimensions a 4 step relation can be derived, namely:

1. Identify motivation: What kind of motivation drives the volunteer? Identify how autonomous this motivation is and identify the skills and knowledge, and the "Growth Need Strength" of the volunteer.
2. Match motivation with task: Does the task match with the motivation of the volunteer? (deriving from the matching hypothesis)
3. Design task motivating: Does the task include the five job characteristics?

4. Create autonomy: Are there any restriction on how a volunteer can approach the task?

Satisfaction of all 4 steps yield autonomous work motivation.

Given that the goal of the research is not to only enhance but also to sustain motivation in the organisation, some kind of motivation monitor system has to be implemented to monitor the motivation. In order to do so it would suggested to use the outcomes as an alert system. Due to the correlation between different outcome variables to different parts of the work motivation process (autonomous motivation, job characteristics) is it possible for the manager to identify weak points in the work motivation process. Therefore the fifth step is:

5. Establish motivational monitor system: Does the outcome variables reflect the taken actions?

Lastly, the external environment needs to be considered. As present in this paper the external environment has a fundamental impact on almost all parts of the model.

Therefore, it should also be taken into consideration. This is leading to step number six:

6. .External environment: Does the external environment support the three needs (autonomy, relatedness and competence). Are the expectations of the volunteers meet? Does the external environment influence the outcome factors and does thereby distorted the analysis of the outcome factors?

These six steps are building the managerial advice for the founder of IBBESS, which will be present in the next section.

6. Managerial Advice

The last part of this paper will focus on the direct managerial advice for the founder of IBBESS. This advice is based on the theoretical findings made in the previous sections. Starting up with the initial advice, following by the feedback of the founder (Appendix 9.2) on this advice and with a discussion of changes that are made on the advice based on the feedback

6.1 Introduction IBBESS

In 2014 some students from the Wageningen University and Research Centre got together in order to discuss the possibilities of Bio-based economy and how to bring people from different fields together. The result of this idea is IBBESS the short form of International Bio-Based Economy Student Symbiosum. IBBESS is a non-profit volunteer organisation with the goal to provide a platform where interested students and representatives of the economy can meet, exchange ideas and expand personal networks. The provided platform is the Symbiosum, which is planned as a three day event with workshops, case studies, and lectures.

IBBESS itself is structured in a hierarchically order. The founder Mario Beck can be found on top of it. He is driven by the idea to create something worthwhile that combines his interest in Bio-Based economy and his interest in entrepreneurship. Underneath him, the chain of command is split into different teams like logistic, marketing, financing etc. Every team has a team leader, who is also called Core Team Member or short CTM. They give direct answer to the founder and act as information link between the founder and the teams. Each team consists of about three to five people, including the CTM. Besides my role as member of the logistic team I also serve as a kind of consultant for the founder for business practices and decision making.

6.2 Problem Description

IBBESS is facing many different problems, ranging from a lack of financial resources and lack of available time to work on the project up to practical problems such as how to organize the communication within the organization in the most efficient way. Currently, the organisation is facing a major motivation problem of their members with serious consequences for IBBESS like a lack of communication between the

groups, long response times of groups and member thereof or people not attending the general meeting or other important meetings without informing the founder or the CTM. In general also a low performance of members leading to slow progression towards the main goal and frustration/ dissatisfaction of the volunteers is observed. In small talk with other volunteers it turns out that some of them are considering to leave the organisation.

The founder is aware of the problem and in a general meeting different issues were discussed with all volunteers who might contribute to the lack of motivation. Team members mentioned the missing opportunity of effective CV polishing or other related benefits due to a lack of social recognition of IBBESS. Furthermore, members complained about the frequent restructuring of teams and the consequent loss of time because new people need to be introduced into the tasks of the teams and processes of IBBESS.

Another reason could be the postponing of Symbiosum. Originally it was planned to host the Symbiosum in December 2015 which is now postponed to August 2016. The postponement was caused by inexperience with the task and a false estimation of resources and time needed to organize such a Symbiosum. The postponing resulted, especially in the logistic group, in a drop in motivation since everything had been already organized. And all task that were been done up to this point have to be re-organize for the new date.

The founder already took some actions to manage the motivation in IBBESS, but every attempt failed. One idea was the implementation of a punishment system for not attending the meetings without informing the founder or one of the CTMs. This punishment system yielded no effect on either motivation or reliability of volunteers (Appendix 9.3). Another attempted solution was to provide ECTS-points for everyone involved. This attempt failed too. According to the founder the effort and bureaucracy was too high and he does not believe that providing ECTS-points would enhance volunteer motivation.

6.3 Managerial advice

To the founder of IBBESS.

As already discussed in the problem description, there is a significant lack of work motivation of volunteers in the organisation. This lack of motivation leads to poor task-performance, high intentions to quit and generally low satisfaction.

In conclusion of the literature study, I propose a six-step model to increase, sustain and monitor volunteer motivation. This model will be applied, but some assumptions will be made during the process.

Step 1 and 2

In the first step I assume that the matching hypothesis is fulfilled, meaning that volunteers who are not interested in a particular group were not joining this group. This assumption is (only) valid to a certain extent, because volunteers are free to join every group of their group. Furthermore, I assume that no one's motivation is externally regulated, since there are no regulations and rewards directly provided by IBBESS, which could limit the perceived autonomy of volunteers.

Step 3:

Usually, the practical approach of JCT is to redesign the job to create an "enriched job". This method targets every job characteristic individually to increase the MPS. However, due to the mentioned constraints of financial resources, experience, and time, this approach is not feasible. Therefore, I propose to implement the management method of volunteer empowerment suggested by Mckee and Mckee (2008 p. 81-90). Empowerment is defined as the manager providing authority, power, and control over decision making and beyond (Conger & Kanungo, 1988; Niehoff, Moorman, Blakely & Fuller, 2001), resulting in intrinsic task motivation (Conger & Kanungo, 1998). Empowerment always means either a change in job context or job content (Ford & Fottler, 1995; as cited in Niehoff et al., 2001). Studies indicate a positive correlation between job enrichment and job empowerment (Niehoff et al., 2001; Liden, Wayne & Sparrowe, 2000). Additionally, it was found that empowered employees experience their job as enriched (Niehoff et al., 2001).

The method of volunteer empowerment (Mckee & Mckee, 2008 p. 81-90) is similar to job empowerment in a paid setting. The goal of both methods is to provide power to subordinates. The difference of volunteer empowerment is that here the differences between a paid-labour setting and a volunteer-setting are taken into consideration. To do so, Mckee and Mckee (2008) developed six rules which have to be taken into account by the volunteer manager:

1. True empowerment only occurs when employees are working on their own and do not have to ask for permission to do certain actions.
2. Empowerment comes in small steps and volunteers have to learn it.
3. Check-up appointments secure delivered quality and provide feedback.
4. Breaking down the (overall) task into manageable (step-by-step) goals for every volunteer.
5. Do not bother yourself or the volunteer with problems that are out of your or their control.
6. Volunteer empowerment is not a method to compensate for personal flaws of volunteers

Step 4

As given in the assumption of the introduced in step 1 and 2 that there are no regulations in IBESS that could restrict the autonomy of volunteers. Furthermore does the integration of the volunteer empowerment enhance task autonomy of the volunteers.

Step 5

Volunteer performance

As shown, volunteer performance is directly correlated to JCM. But the measurement of performance in IBESS could be tricky due to the fact that organising an event is difficult to measure in quantitative units. I would rather suggest to search for people with more motivational and performance potential, resulting in the advantage that the manager does not have to focus on implementing quantitative measurement systems and hence he can concentrate directly on the

people. As stated in Kulk, Oldham and Hackman (1987), people with a higher need for growth or skills and knowledge will try to satisfy their need by extending their initial job description. This could be done for instance by taking over more different and difficult jobs, providing ideas that go beyond their “normal” field of tasks and are more active in general. These changes are easier to spot and show the founder that there is unused motivational potential that can be harnessed into a higher performance. Another way to look into the performance would be to analyse the “superlist implemented in IBBESS. This list is useful in order to see if a person has many un-finished tasks and how many tasks that person fulfils in general ” (Note: The superlist is a gathering of every task a volunteer has to do and has done the past. The time that is needed to finish a task as well as the day are noted here.). Furthermore, it would be possible to install a measurement that shows the average time a volunteer needs to fulfil a given task.

Intention to quit

To gain insides in the intention to quit of volunteers in IBBESS I suggest to use the information obtained from the organisation intern survey. This survey was conducted to analyse investigate the availability of volunteer over the year 2015/2016. The idea is to conduct a similar survey again and compare the results with the older survey. Comparing both results shows whether the availability of a member changed over time A decrease in availability allows the interpretation of a higher intention of quitting the voluntary membership and the other way around, an increase can be seen as an rise in motivation to involve more in organizational matters.

This measurement is still not completely reliable due to the fact that people leave with reasons unrelated to the organisation itself. Therefore, I suggest that the founder of IBBESS should talk to every person that wants to leave the organisation and try to uncover the reasons for leaving.

Satisfaction

To analyse volunteer’s satisfaction within the given constraints of time, financial resources and experience I propose to use the so-called ‘Reichs Pronoun Test’ (Pink, 2010). This test assesses volunteers’ engagement in an organisation by checking pronouns volunteers are using when they speak about IBBESS. Do they use “we” or “they”? The usage of “we” implies a higher involvement whereas a

“they” serves as an indicator for disengagement. This method is of course not as reliable as a survey, but can yield a permanent overview over satisfaction of every member.

Step 6

In the discussion of the external environment, the importance of the three basic needs (autonomy, competence and relatedness) of every volunteer/employee is stressed. Until now the advice does not touch directly the fundamental needs (autonomy, competence and relatedness), which are building the basis for motivation supporting environment. However, the volunteer empowerment generates autonomy and competence for the volunteer due to installation of a feedback system and task autonomy. The only remaining untouched need is ‘relatedness’. To satisfy the need of relatedness, Mckee and Mckee (2008) stress the importance of team building activities (P. 123). Due to the a lack of financial resources in IBBESS I would in this case suggest small activities like potluck dinners to create an environment that facilitates communication between the team-members.

Furthermore, Mckee and Mckee (2008 p.68-79) provide useful tips in how to create a motivating work environment that can easily be implemented into IBBESS. Actions like providing free food, little perks for volunteers and sending volunteers to conferences are included.

Assumptions and Limitations of the initial advice

Not every volunteer will experience his empowerment positively. New freedom can exceed the volunteers need for growth, skills and knowledge, which will result in dissatisfaction (Kulk et al. 1987). To avoid an “over-saturation” is it necessary to constantly monitor the volunteers and react immediately when a person is overwhelmed. Furthermore, the analysis of IBBESS, done in this paper, is based on experience of the author as volunteer in IBBESS and an Interview with the founder. This weakens the advice because an empirical analysis of the organisation is not present The provided advice is based on the literature study, hence it suffers from the same limitation as the literature study, such as the possible correlation between satisfaction and performance.

This advice was presented to the founder of IBBESS and his feedback is presented in the next part (Appendix 9.2).

6.4 Feedback of the Founder

Despite some concerns, the founder thought that the new management presented in this paper can enhance and sustain motivation. The first concern was that volunteers in IBBESS do not have the experience, time and the creativity to tackle such tasks freely on their own. The founder of IBBESS further stated that if he had to break down goals and task to an extreme extent in order to make them manageable for the volunteers in IBBESS, that this breaking down would cost more time than doing the task by himself.

The next major concern was that volunteers do not have the right skills to be empowered. He mentioned that he tried once to implement a similar system, but it failed because the quality and reliability provided by the volunteers under the new system was poor and it increase the workload of CTMs and the founder.

6.5 Changes in the initial Managerial Advice

Due to the provided feedback I will extent my advice and will add one important step in the beginning to ensure the quality of the advice.

The first step is to let go of the assumption that every volunteers is to a certain extent highly extrinsically or intrinsically motivated. As it seems right now, not every volunteer has the needed level of motivation that it takes to make volunteer empowerment a success. There are two possible reasons. Either the matching hypothesis is not met for every volunteer, or the whole “sector” of volunteer work does not provide any kind of high extrinsic or intrinsic motivation for the volunteer in the first place. This means he or she is only part of IBBESS due to external regulation and rewards or egocentric reasons.

As mentioned in the advice, this assumption makes the first two steps about selection and hiring of volunteers obsolete. It appears that this assumption is not valid. Therefore, an evaluation of the motives of the volunteers is crucial to ensure the success of the advice. If it turns out that someone's contribution to IBBES is poor, I suggest doing the following steps: First of all it is advisable to seek a conversation with the person to find out more about his motivation/motive (autonomous or controlled) and factors that might diminish his motivation (external

factors, psychological contract). Secondly, if necessary, assign him to another team or try to remove the motivation-diminishing factors. There is also the possibility that his or her motivation is purely controlled motivated. In that case a transfer to another group would not yield the expected effect and their controlled motivation slows down the development of IBESS. To prevent this to happen I suggest to dismiss the volunteer from the organisation

Furthermore, in order to meet the direct concerns of the founder, I will emphasize rule number two of volunteer empowerment. This rule states that the empowerment is trust (Mckee & Mckee 2008 p.86). The manager can trust volunteers' capability of making rational decisions. This again stresses the importance of the first suggested step about analysing every volunteer's motivation. Due to the fact that the effort that is needed to break down the task is too high. Therefore, I suggest that the actual task should be given to the CTMS. The founder does only provide goals which the CTMS transform into smaller and more easily manageable tasks. Furthermore After conversations with different members of the organisation the reason for the failure of the first attempt of the implementation of a similar management approach could be identified. The complexity of this approach would have led to incomprehension and overwhelming bureaucracy for every volunteer. This results in an aversion not against the approach but against the unwanted ramifications.

These ramifications resulted in a breach in the psychological contract between the members of IBESS and the organization

Therefore, in order to implement volunteer empowerment one major focus should be to prevent any kind of unnecessary inconveniences for the volunteers (Argyris, 1960; as cited in Robinson, 1996). In order to implement volunteer empowerment one major focus should be to prevent any kind of unnecessary inconveniences for the volunteers.

I personally experienced my highest motivation in working for IBESS during the time when my CTM was working on his thesis and we were only two people left in the team. During this time period my motivation was the highest because I and the other team member could work as a team very fast and we had to answer to nobody. This was a really refreshing experience.

7. Discussion and Limitations of the literature study

One of the main limitations of this paper is the fact that the correlation between JCM and autonomous motivation is relatively weak (Millette & Gangé, 2008). Showing that the effect of JCM on autonomous motivation might not be as great as expected. Furthermore, the correlation is limited only to autonomous motivation. This makes sense considering the fact that both theories stress the importance of autonomy. However, the fact that there is no correlation between controlled motivation and JCM creates the problem of how to handle “controlled motivated” volunteers. In the way volunteers are handled in this paper creates an environment that, by enhancing the three needs for the internalization and integration of values, results in autonomous motivation. But this does not guarantee that all volunteers become autonomous motivated. The reason therefore is that, a volunteer don't want to be part of this particular social group. Another reason could be that even by enhancing competence through positive feedback the skills and knowledge of the volunteer is not sufficient enough. Furthermore, this paper does not directly touch the topic of rewards. As stated by Cnaan and Cascio (2008), symbolic rewards have a significant impact on volunteer commitment, satisfaction, intention to quit and hours contributed. Another limitation is that research shows a significant positive correlation between satisfaction and job-performance. (Judge, Thoresen, Bono & Patton, 2001). This positive correlation between both factors diminishes the value of information that a manager can extract by analysing both, satisfaction and performance of volunteers. A decrease in the one factor causes a decrease in the other factor. Therefore, the direct reconstruction of the origin of decreasing motivation is distorted. Speaking of performance, the not present correlation of autonomous motivation and work performance is not congruent with the provided literature (Gangé & Deci, 2005; Miserandino, 1996). This might lead to the conclusion that this correlation is not present in a volunteer context. Another explanation could be, that the used sample was not diverse enough to actually support this claim (Millette & Gangé, 2008). In discussing the volunteer contextual factors, the paper mostly refer to the book by Mckee and Mckee (2008). This book is based on observations and experiences of the authors work about volunteer managers. Unfortunately, a quantitative research

about the ideas provided in this book is not given. This limits the external validity of these ideas. The reason why it is included in this paper is that it provides on the first hand inside information of volunteer managers that work with volunteers for a long time.

8. Conclusion

Over the course of this paper many different aspects of the volunteer motivation and their relationships are described. With respect to the main research question "*How do the difference between persons and the external environment influence the work motivation of volunteers?*" Is it safe to say that the personal differences between volunteers motivation have a crucial impact on the work motivation itself. The volunteers motivated to a different degree, depending on the kind of motivation (extrinsic or intrinsic). But not only the kind of motivation but also the match with the personal motive(s) is crucial for the motivation of the volunteers. To enhance the motivation in an organisation, the use of the Job-Characteristic Model is recommended. Furthermore autonomy is playing an essential role in the motivation process due to the role of autonomy as important factor of the internalization and integration process and as facilitator of intrinsic motivation in the SDT. With regard to the overlap with the JCT as a job characteristic, this research establishes autonomy as the mediator between the work motivation process and the resulting autonomous motivation.

As the second aspect of the main research question, the influence of the external environment on the motivation process is demonstrated. The external environment must satisfy the three needs, autonomy, competence (through positive feedback) and relatedness, in order to support autonomous motivation. Beyond these three needs a volunteer has other expectations on the external environment which are necessary to meet.

Lastly, the outcomes satisfaction, performance and intention to quit are discussed. They are partly correlated to autonomous motivation but also to the job characteristics. This shows that the degree of autonomous motivation is not the only determinant of the outcome, also the design of the job is equally important.

The final Figures 6 & 7 demonstrates the relationships between the mentioned aspects and a practical application of the obtained findings. This practical application

describes a six step plan which can be used by a volunteer manager to enhance and maintain the work motivation in the volunteer organisation.

Based on this five step plan a managerial advice for the founder of the in the introduction introduced volunteer organisation is designed. The advice comprised the management approach of volunteer empowerment which combines many of the mentioned features of the work motivation.

Lastly it can be concluded that the motivation of volunteers includes many different aspects and it is more convoluted than one might expect.

9. Appendix

9.1 References

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1.2 Transcript of the interview

Interviewer: Philipp Herms-Westendorf

Interviewee: Mario Beck (founder of IBBESS)

Language: German

Date: 11-01-2015

Time: 14:30

Place: The Sport Orion Building Wageningen University

Type of interview: An Informal, semi structured interview.

Method of recording: Notes

Aim of the interview: receive the feedback of the founder of IBBESS to test the advice.

Note: The interviewee received the managerial advice in advance and this is the his feedback of this advice.

Introduction questions:

1. What motivates you?

- *The realization of my own project and seeing the organisation growing.*

2. What do you think, why do people join IBBESS?

- *Their personal values are congruent with them of IBBESS*

- *They want to learn new skills and get new experiences in the field*

3. Where do you see the weaknesses in IBBESS from a management perspective?

- *Moving the whole organisation forwards as one cohesive project.*

Meaning one team is further than the other one in the organisation

process.

- *The attitudes of the volunteers are not fitting. Some of them are not reliable and not the performance is not always satisfying.*
- *The leaving of old volunteers and the entering of new volunteers are slowing down the development process.*
- *The teams are too big in order to be really productive*

Feedback Questions:

1. What positives do you see about the about the advice?
 - *If the transforming of the advice form the theoretical description into practice work, then it would create the utopia of volunteer work and management.*
2. What possible are possible throwbacks of this approach in IBESS.
 - *The breaking down of the goals and task consume too much time, because the volunteers are lacking creativity and time to do it by themselves. Therefore the goals and task have to be break down to an extend where it would be easier to do them by my own.*
3. What is your opinion on the assumption that the Matching Hypothesis is fulfilled?
 - *Difficult to say, I can only provide the volunteers with the open door policy. Meaning, if they are dissatisfied with their work we can talk about it.*
4. What is your opinion on the assumption that no volunteer is purely controlled motivated?
 - *Some people seems to be motivated only by the opportunity to polish their CV. Concluding, yes some people seems to be*

controlled motivated.

5. What is your opinion on the analysis of the outcomes?

- *To really have a final conclusion about it they have to be test in reality.*

6. Do you have other remarks?

- *A similar approach was tried to implement into IBBESS a while ago but this attend failed because the performance drop even more.*

1.3 Email addressing the topic

Hi,

I am utterly disappointed about the commitment of joining last weeks GeneralMeeting. This is **NOT** how we can work together!

8 IBBESSers (including me) attended, **8 of 32!** With such a non-commitment it is impossible to make IBBESS work! The meeting was planned several weeks in advance for old IBBESSers (6 of 17 joined - you indicated yourself that you want more GeneralMeetings to see other teams!) and it was quite short notice for the nTMs (2 of 15 joined) [From now on I will communicate these things 1week in advance].

A few people of those 24 people told me they cannot make it to the GeneralMeeting. From the others I still haven't heard anything yet and you wasted the time of those 8 people who joined, created frustration and effectively stopped IBBESS from moving forward that day. **This is unacceptable and has to change!**

READ THIS!!!

POINT SYSTEM:

We will use a point system from now on and I will minutely collect information from all cTMs about who was absent during meetings and if this person notified the responsible person of that meeting in advance or not. If you just do not appear for a meeting without notifying the responsible person of that meeting, you will get a point. After 1 point you have a serious talk with the Organization Team of IBBESS and when you get the 3rd point you are out! We can only learn from each other and improve if we work together when people actually attend meetings.

This all should go without saying.
See you tomorrow.
Mario

ps: I attach a reminder in a week so that I can make sure everyone got this message.