

# Needs and Expectations of Volunteers

Nature and Landscape Conservation Volunteers in the Netherlands



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# **Needs and Expectations of Volunteers: Nature and Landscape Conservation Volunteers in the Netherlands**

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## PREFACE

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Before you lies the thesis 'Needs and Expectations of Volunteers: Nature and Landscape Conservation Volunteers in the Netherlands'. It has been written to fulfil the graduation requirements of the Wageningen University Master Program 'Applied Communication Science'.

Writing this thesis has taken a lot of time and has been a real challenge for me. The subject of my Master Thesis was clear to me from the very beginning, but it took a lot of time to find the right research questions, get my theoretical framework straight and find the right methodology. Luckily I had a lot of help from my two supervisors; Margit van Wessel and Birgit Elands. With their help I was able to find my own way, overcome some of the insecurities I had writing this thesis and do further research into a topic I am very passionate about. Even though it took me a lot of time to get going and to do my research, they continued helping me beyond what was expected from them and for this I sincerely want to thank them.

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I hope you enjoy reading this thesis and that it may help nature organisations to better understand the needs and expectations of their volunteers.

Michelle Reinders

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## ABSTRACT

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In recent year nature and landscape conservation organisations in the Netherlands have suffered budget cuts. This has made the need for volunteers in this sector greater than ever. Effective volunteer management is very important if organisations want to meet the needs and expectations of their volunteers, but what exactly are the needs and expectations of nature and landscape conservation volunteers? That is what this study aims to find out. It aims to gain an insider's perspective by asking volunteers about their personal experiences as a volunteer for a nature and landscape conservation organisation in the Netherlands, using a qualitative approach. In cooperation with Staatsbosbeheer 19 volunteers and two volunteer mentors divided over two groups, one in the Veluwe and one in the Achterhoek, were interviewed. Also a participatory observation was done to better understand what it is like to be a volunteer in the interviewed groups. This research found that to find out what the needs and expectations of volunteers are it is important to look at what motivates people to volunteer and what elements help to increase a volunteers' satisfaction. Volunteer motivations were found to be different for each individual volunteer and the different motivations often named by volunteers are also closely connect to one another. Volunteers expect that the motivations they have for volunteering are met. If they are this increases the satisfaction. The satisfaction of volunteers is also influenced by other elements. In this research the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001) were used. It was found that by looking at these dimensions it gave a good overview of what volunteers needed from the organisation. The most important dimensions that were found to play a large role in the case study were communication quality and support. These two dimensions were also connected to each other. For a volunteer to feel appreciated by the organisation it needs to receive the proper support to do the tasks set aside for them. As a final recommendation to organisations it was found that even though only two groups were interviewed for this research already the situations of the groups where very different and both needed a different approach from the different mentors. It is important for volunteer mentors to be flexible and adapt the management of the volunteers to the needs and expectations of that specific group.

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# 1. INTRODUCTION

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## 1.1 BACKGROUND

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The Dutch government has recently released its vision on nature in the Netherlands for the coming years under the title 'Naturally further' (*Dutch: Natuurlijk verder*) (Rijksoverheid, 2014). With this vision the government intends to respond to the growing involvement of citizens in nature conservation and the further development of green entrepreneurship it has witnessed these past years.

'Naturally further' is a vision on how citizens, companies, nature organisations and governments can shape and realize their contribution to nature and landscape in these times of financial crisis and change (Overbeek et al., 2014). The government believes that nature can be protected by integrating it into society and make it an inseparable and indispensable part of society. The idea is that in this way nature will have nothing to fear from society, because society needs nature and will protect it because of this need (Rijksoverheid, 2014). One way for citizens to contribute to the conservation of nature, thus fulfilling the government's vision, is by volunteering (Buijs and van Koppen, 2013). According to Bruyere and Rappe (2007: 503) "the natural environment benefits greatly from the work of volunteers", shows that the contribution of citizens to nature conservation in an active manner is important.

It is hard to give a definition of what being a volunteer means, as the word includes people that fulfil a lot of different roles and work for many different organisations (Bussell and Forbes, 2001). A very short definition that covers the key elements that make someone a volunteer is: "an un-coerced and non-remunerated helping activity" (Stebbins, 2000 in Caissie and Halpenny, 2003: 39).

There are several nature organisations in the Netherlands that aim to conserve nature. The heart of these organisations is often built up out of volunteers (Vader et al., 2010). These volunteers play an important role and make the different tasks of the organisation possible (Vader et al., 2010). In the past years nature organisations have suffered budget cuts from the government due to the economic crisis. Because of the crisis, the number of people who donate money to nature and environmental organisations has also declined in the Netherlands (Posthumus et al., 2013). Many of the nature organisations do not have the funds to hire the amount of staff needed to carry out their work. Without volunteers it would be impossible to conserve certain parts of nature in the Netherlands, because it would simply be unaffordable (Koedoot & van Herwaarden, 2011). Attracting volunteers is

a way for an organisation to both have the workforce they need and save money at the same time (Ryan et al., 2001).

Because of the economic crisis, organisations increased the active recruitment of volunteers. Even though most organisation have enough volunteers for the majority of their activities, there are still shortages of volunteers to perform some tasks (Vader et al., 2010), for example the execution of physical activities (Overbeek et al., 2014). Another increase in the demand for volunteers is the shift of responsibility for nature conservation from the government to the citizens (Koedoot & van Herwaarden, 2011). Because of this increase it is also important for an organisation to retain the current number of active volunteers.

Some assume that an increase of volunteering and private initiatives of citizens can compensate for some of the budget cuts the nature organisations have suffered (Posthumus et al., 2013). The decrease of incoming funds creates a rise in the dependence on volunteers (Bruyere & Rappe, 2007). This puts pressure on volunteerism, not only because not all tasks that nature organisations need to execute can be performed by volunteers. An organisation still needs its own person for specialized work and work that requires experience (Nijhuis, 2011). Properly supervising volunteer work also requires knowledge of the activities, the landscape context both ecologically and culturally, policy developments and funding opportunities. Therefore an organisation still needs professionals to facilitate and manage volunteers (Koedoot & van Herwaarden, 2011).

Effective volunteer management is extremely important for organisations, as it can increase the retention of volunteers. Volunteers are also important as a method of public relations of an organisation. Through them and their social network support for the conservation of nature and for the organisation itself can be created (Buijs and van Koppen, 2013). But if volunteers are dissatisfied with the organisation than this message is also spread. It is thus important for an organisation to strategically think about the way they manage their volunteers.

The effectiveness of volunteer management can be viewed from two perspectives. From the viewpoint of the organisation or from the viewpoint of the volunteer (Taylor et al., 2006). For an organisation “effective volunteer management” relates to the ability to meet the objectives set by the organisation (Taylor et al., 2006). For a volunteer “effective volunteer management” is related to the extent to which the organisation meets their needs, how they identify with the organisation and how committed they are to it (Taylor et al., 2006).



Wardell et al. (2000) state that volunteers are found to withdraw from their volunteering activity for three main reasons. 1. *Personal reasons* (like family issues, employment and moving); 2. *Over-commitment* (either the volunteer work was too demanding or the volunteer had less time available because of changing circumstances) and 3. *Disenchantment with volunteering* (the expectations of the volunteer are not met). In many of these cases an organisation can do little to increase retention (Locke et al., 2003). However the third reason is where organisations should pay attention. Negative experiences with the organisation and poor volunteer management are often named as a reason for people to quit (Locke et al., 2003): for example the feeling that the volunteers' time is wasted, their talents are not used, tasks are not clearly defined and the feeling of not being appreciated are often named by volunteers (McCurley and Lynch, 2005).

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## 1.2 RESEARCH OBJECTIVE

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As mentioned effective volunteer management is important for the retention of volunteers. This retention of volunteers is especially important in the current economic climate and the increasing demand for volunteers in nature and landscape conservation. This research will try to help nature and landscape conservation organisations improve their volunteer management, by looking at the needs and expectations of their volunteers. Research by Wardell et al., 2000 showed that one of the reasons volunteers quit is disenchantment with the volunteer work. Not meeting the expectations and needs of volunteers can cause volunteers to quit, but what exactly do volunteers in nature and landscape conservation need and expect of their volunteer work? That is what this research hopes to find out.

Volunteerism is a very broad subject and there has been a lot of research done on it already. But because of this broadness there is still a lot of research to be done. This research hopes to fill in some of the gaps in knowledge that still exist or at least point out the areas in which even more research should be done. As said this research focusses specifically on nature and landscape conservation volunteers in the Netherlands. Though there has been research done on these types of volunteers in the Netherlands the focus of these has been different. Overbeek et al. (2014) and Vader (2011) focussed mainly on the nature and landscape organisation and the role of volunteers in these and van Woerkum (2006) focused on the motives and vision on nature of volunteers.

In research on volunteers the concepts needs and expectations are often named, but they are often not conceptualised and are generally not as well researched (Ralston and Rhoden, 2005). So to gain a better understanding of the needs and expectation of volunteers we will need to take a closer look at

two other concepts that are closely related and have been researched more thoroughly. These concepts are the motivations and the satisfaction of volunteers. How these concepts are related to each other will be explained in the theoretical framework of this study. In the sector of nature and landscape conservation there have been some studies on the motivations of volunteers. This research means to build on those and look further by also looking at the satisfaction of volunteers. Thus, this research fills up a hole in the existing knowledge on volunteers in this specific sector that can help volunteer managers to better understand their volunteers, specifically those in the sector of nature and landscape conservation organisations.

So to find out what volunteers in the sector of nature and landscape conservation need and expect from the organisation they volunteer for, this research will focus on the personal experiences of volunteers that are actively working in this sector. The purpose of this research is not to generalize, but to gain an insider's perspective. To do this a qualitative approach was deemed most appropriate, as this research wants to gain insight into the thought and feeling of the volunteer and understand what he or she needs and expects of the organisation. Also few studies on volunteerism have used a qualitative approach (Cassie and Halpenny, 2003), thus increasing the chance that valuable new information can be found. For the data gathering methods a choice was made to use both semi-structured interviews and participatory observations, the research methods will be further explained in chapter 3.

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### 1.3 RESEARCH QUESTIONS

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To summarise, the objective of this research is to expand our knowledge of volunteers in nature and landscape conservation in the Netherlands by investigating what volunteers expect and need from their volunteerism. This acquired knowledge can be used to improve the volunteer management of nature and landscape conservation organisations.

To reach this objective one main research question and four specific research questions are formulated. These are:

Main research question:

- What do volunteers need and expect from their volunteerism in nature and landscape conservation in the Netherlands?

Specific research questions:

- What motivates nature and landscape conservation volunteers in the Netherlands to volunteer?

- How does volunteering in nature and landscape conservation in the Netherlands satisfy volunteers?
- What do nature and landscape organisations need to keep in mind when managing its volunteers?

#### 1.4 THESIS OUTLINE

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In the upcoming chapters the questions this research asks will be answered. In chapter 2 the theoretical framework is laid out, the concepts are explained further and the way they are connected is shown. In chapter 3 the used research methodology is described. Why the choice was made to use a qualitative interpretative research method is explained and a further look into the respondents, the interview set-up and the participatory observations is given. It also describes how the gathered information was analysed. In chapter 4 the research results are presented, the main results of this study are written down in this chapter which is structured based on the motivations of volunteers and the dimensions of satisfaction. In chapter 5 the results are further discussed and are linked to the information found in the theoretical framework. In chapter 6 a conclusion is drawn and the research questions are answered. Chapter 7 contains some recommendations based on the results of this research that could possibly help organisations improve their volunteer management. Finally in chapter 8 the process of writing this thesis is evaluated and reflected on. Also suggestions are made for possible future research which could further increase the knowledge on volunteers in nature and landscape conservation volunteers in the Netherlands.

## 2. THEORETICAL FRAMEWORK

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This research is focused on finding out what the needs and expectations of nature and landscape conservation volunteers in the Netherlands are. To answer the research questions first a look into the existing literature is given. Though a lot of this literature is not specified to volunteers in nature and landscape conservation in the Netherlands, it will serve as a guideline to the development of the interview questions that are focussed on getting the information specific to volunteers in this sector. In this framework the connection to the different concepts are also made clear.

### 2.1 THE NEEDS AND EXPECTATIONS OF VOLUNTEERS

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For organisations it is important to understand the motivations and expectations of their volunteers when planning their volunteer management (Ralston and Rhoden, 2005). It is equally important for the organisation to monitor if these motives and expectations are being fulfilled (Ralston and Rhoden, 2005). This because the satisfaction of volunteers is closely related to their retention (Galindo-Kuhn and Guzley, 2001). The expectations of the volunteers also need to be continuously re-appraised as they change over time (Wardell et al., 2000).

In research on volunteerism the words needs and expectations are often used, but they are not often explained. This is because in volunteerism needs and expectations are closely linked to two more commonly used concepts; motivation and satisfaction.

Motivations of volunteers are often linked to the expected rewards of volunteerism. Research by Benjamin Gidron (1978) was focussed on the expected rewards of volunteer work. In his research he does not see a volunteer as someone that only gives but as someone that also receives rewards through volunteering. He used the *exchange theory* of Blau as a conceptual framework to show that volunteers expect certain rewards from their volunteering to be satisfied. The *exchange theory* will be explained in more detail in section 2.2.1.

Through a questionnaire Gidron found that there are several extrinsic and intrinsic rewards of volunteering volunteers expect. In this study the extrinsic rewards were rewards that the organisation could control and intrinsic rewards are rewards that have to do with the subjective meaning of the work to the volunteer. The extrinsic rewards the volunteers in this study expected are: 1. Learning and self-development; 2. Social interaction with other volunteers; 3. Symbols of social recognition; 4. Praise and 5. Authority. Respondents in Gidron's study expected most rewards in form

of training and personal development. The intrinsic rewards are: 1. Stressing one's other-orientation; 2. Self-development, learning and variety in life; 3. Opportunity for social interaction; 4. Fulfilling and obligation; 5. Social recognition and 6. Connection to paid work.

Both the intrinsic and extrinsic rewards show many similarities to the results of more recent research on the motivations of volunteers that will be discussed in section 2.3.1. This shows that research on motivations can be used to help further explain the expectations of volunteers.

Even though expectations of volunteers and motivations seem to be very similar it cannot be said that they are the same. As expectations should not only be seen as the rewards a volunteer expects to receive, but also the way a volunteer expects to be treated by and what he/she needs from the organisation to be satisfied which the volunteer work (Bussell and Forbes, 2001). Ralston et al. (2004) state that "expectations are seen to represent standards, or levels of satisfaction or dissatisfaction against which a person compares subsequent experiences" (Ralston et al., 2004 P.14). Expectations also influence satisfaction prior to volunteering as well as actual experiences during volunteering (Ralston et al., 2004). To additionally explain the expectations of volunteers prior and during volunteering we look at the *psychological contract approach* in section 2.2.2.

So satisfaction of volunteers also plays an important role in the explanation of what the expectations are of volunteers. If you find out what makes volunteers feel satisfied with their volunteerism you can in part find out what the expectations and motivations of the volunteer were. As volunteer satisfaction can be seen as a connection between motivations, expectations and actual experiences (Ralston et al., 2004).

So what are then the needs of volunteers? Needs are also often named in volunteer research and like expectations they are closely related to the motivations and satisfaction of volunteers. The connection to satisfaction is clearer. As said before 'what do volunteers need to feel satisfied?' by looking into the literature on volunteer satisfaction this question can be answered. But how are needs related to motivations? In research by Clary and Snyder (1999) the functional approach is used to explain the motivations of volunteers. They show in their research that people volunteer to fulfil any number of functions or needs. This again implies that volunteers have specific expectations of their volunteer work and the organisation when starting (Farmer and Fedor, 1999). They expect that through volunteerism the needs that they have are fulfilled.

Thus, to give find out what the needs and expectations of volunteers in nature and landscape conservation are we will need to look more closely at the literature on both the motivations of volunteers and volunteer satisfaction, which can be found in section 2.3 and 2.4. The research that has been done on these two concepts can then be used as a guideline to develop interview questions and finally an overview of the needs and expectations of volunteers in nature and landscape conservation. But first the social and psychological processes that underlie this research are explained through two human behaviour theories.

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## 2.2 HUMAN BEHAVIOUR THEORIES

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Following are two human behaviour theories that help to explain the behaviour of volunteer. These theories can be used to interpret the behaviour of people and help organisations with the development of strategies (Sherr, 2008) on how to manage their volunteers. The human behaviour theories explained here is the social exchange theory and the *psychological contract approach* named before in section 2.1. These two theories help explain the importance for organisations to know the expectations and needs of its volunteers as well as explain the connection between the different concepts that are used in this research.

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### 2.2.1 SOCIAL EXCHANGE THEORY

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*Social exchange theory* is an approach that was first identified in 1958 by George Homans. In further years the research of three other researchers, namely John Thibaut, Harold Kelley and Peter Blau, further developed this theory (Emerson, 1979). It's a theory that is influenced by psychology, sociology and economics (Sherr, 2008). Its basic premise is that people make decisions based on a cost-benefit calculation, people want to minimize the costs and maximize the results (Sherr, 2008). Rewards can be many different things; money, attention, status etc. as long as it has value or brings satisfaction to the person. Costs are seen a disadvantages both psychological and physical or as lost chances to receive rewards (Sherr, 2008).

One of the main points of the *social exchange theory* is *reciprocal exchange*, which refers to the expectation that people will do good things for others when their receive rewards. It also involves the idea that reciprocal exchanges between people should remain stable and follow the parameters that are provided by cultural norms and laws (Sherr, 2008).

Volunteerism may not be the first thing that comes into your mind when you read about *social exchange theory* as volunteers are not rewarded through money. But volunteerism provides a lot of

other rewards and benefits for volunteers and these benefits motivate volunteers to start volunteering and to remain a volunteer. The motivations of volunteers will be further discussed in section 2.3. The commitment of volunteers is related to the *reciprocal exchange* between the volunteer and the organisation. People become more committed to the organisation when their self-interests are similar to the interests and needs of the organisation (Sherr, 2008). Volunteers need to feel like they are benefiting from their volunteerism and that it is worth the cost. If a volunteer is not personally benefitting from volunteering it is unlikely that their willingness to help will be sufficient (Wardell et al., 2000). The relationship between the volunteer and organisation also needs to follow certain guidelines that are mostly provided by the cultural norms and laws, but also by the promises the organisation made to the volunteer. This is further explained by the psychological contract approach.

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### 2.2.2 THE PSYCHOLOGICAL CONTRACT APPROACH

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A theory that shows the importance of an organisations communication and the knowledge of the expectations of their volunteers is the psychological-contract approach.

The term psychological contract was first coined by Chris Argyris in his book 'Understanding organisational behaviour' (1960), but it was Denise Rousseau who reconceptualised the psychological contract approach in her article 'Psychological and implied contracts in organisations' (1989) and revitalized the research into the subject (Coyle-Shapiro et al., 2008).

Psychological-contracts refer to an individual's perceptions of employment issues that have been agreed on beyond any formal agreement that has been made between an individual and an organisation (Liao-Troth, 2003; Taylor et al., 2006). It is based on what that the individual beliefs he or she is entitled to receive from the organisation, because of perceived promises conveyed from the organisation to that individual (Taylor et al., 2006). So these contracts are based on the expectations a person has formed which are often based on the initial communications with the organisation (Ralston et al., 2004).

Psychological-contracts are subjective in nature (Taylor et al., 2006), but the important thing is that the individual believes an (implicit) agreement exist and that the organisation has made a (implicit) promise it needs to honour. In the mind of the individual there is a set of mutual obligations both the individual and the organisations are bound to. He/she has beliefs about what they are obliged to provide, what the organisation is obliged to provide and how well the organisation fulfils its obligation (Farmer and Fedor, 1999). If obligations are not fulfilled according to the individuals

expectations the trust, faith and relationship the individual has with the organisation are damaged. Restoring this relationship can be hard as it requires restoring the trust that was originally present (Farmer and Fedor, 1999).

The psychological-contract approach was originally designed with paid employees in mind. But there are several researches that use this approach in relation to volunteers. They justify the use of this approach by stating that a volunteer works for an organisation. In return for their contribution the volunteer expects that certain obligation will be met by this organisation. The psychological-contract for a volunteer is what they believe is the mutual understanding they have with the organisation (Taylor et al., 2006).

The psychological-contract approach shows that expectations play an important role in the satisfaction of volunteers and the importance of clear communication from the organisation to the volunteer from the very beginning.

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## 2.3 VOLUNTEER MOTIVATION

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It is imperative for an organisation to have knowledge about the motivations of volunteers to increase their chance of success in the recruitment and retention of volunteers (Bussell and Forbes, 2001). The increase in retention is closely related to the satisfaction of the volunteers. This satisfaction can be increased by assigning volunteers tasks that allow them to fulfil their initial motivations (Stukas et al., 2009). A deeper understanding of volunteer motivations, which simplifies task definitions, also increases the chance of an organisation to fulfil the expectations of its volunteers (Ferreira et al., 2012).

First a look into the general research on volunteer motivations is given, followed by research on volunteer motivations specifically in nature related contexts. The general research on motivations is a lot wider and more in-depth then research specifically in a nature related context. This division between motivations was made to give a more complete overview of the types of research that have been done and the different types of motivations that have been found.

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### 2.3.1 GENERAL MOTIVATIONS

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Much research into the motivations of volunteers has been done (Hustinx et al., 2010). In this research often a distinction is made between the motivations volunteers have to start to volunteer and to continue to volunteer (Galindo-Kuhn and Guzley, 2001; Sherr, 2008). Often the decision to



start volunteering is motivated by altruistic reasons, out of the selfless concern for the other (Clary and Snyder, 1999). The continuation of the work is often fuelled by more egoistic motivations (Galindo-Kuhn and Guzey, 2001). They continue because they enjoy the experience and value the rewards they receive (Galindo-Kuhn and Guzey, 2001).

Research also says that the reason to start volunteering is based on more personal motives. Volunteers feel drawn to engage to a certain organisation because there is a similarity between what the volunteer needs and expect and what the organisation has to offer (Clary and Snyder, 1999). This is further explained by the *expectancy theory* of Vroom. This theory states that people will engage to the extent in which they expect that this engagement will lead to the expected rewards (Reinklou and Rosén, 2013). For an organisation it is important to keep this in mind. Knowing the motivations of volunteers that start can help the organisation understand and fulfil the expectations that these volunteers have so that they feel satisfied with their volunteer work and remain with the organisation for a longer period of time.

The nature of research into the motivations of volunteers can be very different. Willems (1993) distinguishes three theoretical approaches; the functional, the fundamental and the narrative approach.

The functional approach is one of the most often used approaches in research on motivations. This attitude theory, which was introduced by Katz (1960), underlines that people develop and also change their attitudes based on the degree to which they satisfy various psychological needs. In order to change an attitude, one must be able to understand the underlying function that attitude serves (Clary and Snyder, 1999). For each volunteer this psychological need is different, thus the reasons for volunteering for an activity also differ for each person (Bruyere and Rappe, 2007). In addition, more than one function can be fulfilled at the same time by doing a volunteering activity (Clary and Snyder, 1999) and motivations can also differ between volunteer activity (Wearing, 2001).

The functional approach to volunteerism also hold that outcomes of volunteering, such as volunteer satisfaction and retention are a product of the fulfilment of motivations and the affordance to fulfil these motivations through the volunteers' activity, position or organisation (Stukas et al., 2009).

Clary et al. (1994) created the Volunteer Functions Inventory (VFI), based on theory behind the functional approach. In this inventory six different functions of volunteerism that are often named by volunteers are distinguished (Clary and Snyder, 1999). These functions are;

1. Values, this function gives volunteers the opportunity to convey or act on values they find important
2. Understanding, volunteers are motivated by a desire to understand, learn, practice and apply abilities that are frequently unused
3. Enhancement, in particular self-enhancement. The feeling that you can grow and develop mentally through participating in volunteering activities
4. Career, volunteer work is seen as an opportunity to gather working experience or can set them apart in job applications
5. Social, having the opportunity to work with friends and also respond to the expectations of others by participating in social appreciate behaviour and the last function
6. Protective, volunteering is used as a method to cope with the feelings of guilt, inner conflicts or stress.

Another approach used in the study of motivations is the fundamental approach. This approach looks for the inner forces that drive people to do volunteer work (Willems, 1993) and it has come up with three main explanations for why people volunteer: 1. *Serving of self-interest*; 2. *Altruism* and 3. *Following of social norms* (Willems, 1993).

*The serving of self-interest* is how motivations based on empathy are described in the functional approach. People volunteer to get rid of the uncomfortable feeling they feel when they see someone in need also named (I) aversive-arousal reduction. To reduce the feeling of shame and guilt, called (II) empathy-specific punishment. Or to increase ones social standing and sense of self, named (III) empathy-specific reward (Willems, 1993).

The second motivation is *altruism*, the reason for volunteering is the opposite of selfish. The volunteer engages in the volunteer work despite the cost or benefit to themselves, because of their strong empathic feelings (van Woerkom, 2006).

*The following of social norms* is the last motivation in this approach. Here two norm are involved the norm of reciprocity, which means that the volunteer is rewarded through some means by the volunteer work and the norm of social responsibility which states that you need to help others when and not to expect anything in return (Willems, 1993).

Though there are some similarities which the motivations shown in the functional approach this approach has a more black and white view of the motivations of volunteers. In the fundamental

approach the motivations of self-interest and altruism are contradictory when according to other research they don't need to be (Clary & Snyder, 1999). The motives of volunteers are more complicated than that and volunteers can have more than one motive to volunteer, that are a combination of self-interest and altruism (Clary & Snyder, 1999).

The third approach is the narrative approach. This approach is based more on sociological and qualitative methods (van Gils, 2008). People are motivated by a combination of personal interests, experiences and pursuits according to this approach. In this approach the entire motivational story of a volunteer is analysed and it pays more attention to the context of the individual (van Gils, 2008). The reasons for volunteering are not seen as predispositions, but as an extension of the person's behaviour. This also means that the type of volunteer work a person chooses tells you something about who that person is (van Gils, 2008).

Though not much research has been done by using this method, the research that exists comes up with mostly instrumental motivations to volunteering. Such as look for distraction, social contacts and relaxation. Moral or normative reasons are also given. There are four types of reasons distinguished. Firstly are the natural helpers, people volunteer because they find this a natural thing. Secondly noblesse oblige, people believe you should help people who have it worse than you. Thirdly people who volunteer based on religious reasons and finally people who feel guilty for something they have done in the past (Willems, 1993).

These different approaches show that there are many different ways to look at what motivates people to volunteer. It also shows that the subject volunteers have in general been looked at quite often. The next section will cover the motivations people have to volunteer specifically in a nature-based context.

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### 2.3.2 SPECIFIC MOTIVATIONS

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Studies specifically into to motivation of volunteers in nature conservation or the environment were limited until recently (Ryan et al. 2001). At the moment there are some articles on the topic. Following are the results of several studies done in this specific field.

Using the VFI by Clary and Snyder (1999) as a premise Ryan et al. (2001) and Bruyere and Rappe (2007) focussed their research on identifying the functions volunteerism in nature conservation fulfils. In the study by Ryan et al. (2001) five main functions for volunteering were found. These are;

1. Helping the environment, having the opportunity to do something good for the environment
2. Learning, learn new things about our environment while volunteering
3. Social, volunteering to meet new people or have the chance to work together with friends and family
4. Project organisation, having the opportunity to work for a program that is well organised and uses the volunteers' time efficiently and the last motivation
5. Reflection, using the volunteer experience to reflect

Next to using the VFI as a premise Bruyere and Rappe (2007) also based their research on the finding of the study by Ryan et al. (2001). The functions they found are similar to the finding of Ryan et al. (2001). They however discerned seven main functions served by volunteering in nature;

1. Helping the environment, people volunteer because they want to do something that helps nature
2. Learning, volunteering because of an interest to learn more about the natural world
3. Social, volunteering allows them to meet others who share the same ideas and values
4. Values and esteem, people volunteer in order to express their values or to feel as though they are doing something positive in return for the good things that they have received throughout their lives
5. Project organisation, people are motivated to be part of a program that is well organised and uses their time well
6. Career, people volunteer to expand their work experience or to explore different career options and finally
7. User, the volunteer often uses or work in the area in which he or she volunteers and wants to conserve or improve it.

Most answers of the respondent fit into the one of these seven factors. However in the open-ended questions a possible eighth motivation could be discerned, this motivation is '*get outside*'. In the research there was little elaboration by the respondents in their open-ended answers and no follow-up steps were taken to provide clarification (Bruyere & Rappe, 2007).

The following studies do not fit into any of the previously mentioned approach of research. However each of these where specific research done into the motivations of volunteers in a natural setting. Thus providing valuable insight into the specific motivations of volunteers that may not have come up in other research.

Caissie and Halpenny (2003) studied the motivations of volunteers in a 'volunteer for nature' program. They approached it from a social psychology theoretical perspective which enabled them to research the personal and subjective meanings the volunteers attached to their volunteering experience. Using qualitative research methods they define five motivational themes for volunteering in nature;

1. Pleasure seeking includes motivation such as the pleasure of learning new things, meeting new people and the pleasure from encountering and addressing challenges and most importantly having fun.
2. Program perks means that people are motivated to volunteer because of a certain program and the benefits it provides.
3. Place and volunteering in a nature-based context is a theme that includes the motivations of people that volunteer because of the opportunity to work in a nature-based setting and they enjoy being outdoors. The location of also plays an important role, because volunteer has a sense of attachment to this specific place.
4. Leaving a legacy are motivations that come from a sense of loyalty to a place. The volunteers feel that through their efforts they can protect and conserve nature for others in the future.
5. Altruism is the last theme. This includes people that are motivated to volunteer because they want to help nature and other people by helping conserve the landscape for future generations.

Measham and Barnett (2007) designed a pilot study to develop and refine the motivations found in their literature review. In this study the environmental volunteers that where interview were invited to both state their motivations in their own terms as well as comment on the motivations found in the literature. The authors conclude that the main reasons for environmental volunteering are;

1. Helping a cause
2. Social interaction
3. Improving skills
4. Learning about the environment
5. General desire to care for the environment
6. Attachment to a particular place

The attachment to a particular place seems to be a motivation specific to volunteers in the sector nature and landscape conservation. The sense of loyalty and attachment to a place is a motivation that has come up in both the research of Caissie and Halpenny (2003) and Measham and Barnett (2007). Research into place attachment has shown that people associate different subjective, emotional and symbolic meanings with natural places and that people form personal bonds and feel

attached to specific places or landscapes (Kyle et al., 2004). Places are more than just geographical areas to people. Place attachment can be divided into two components: *place identity* and *place dependence*. *Place identity* is defined as “those dimensions of self that define the individual’s personal identity in relation to the physical environment by means of a complex pattern of conscious and unconscious ideals, beliefs, preferences, feelings, values, goals, and behavioural tendencies and skills relevant to this environment” (Proshansky, 1978 in Kyle et al., 2004: 214). So in this case the place offers the individual an opportunity to both express and affirm their identity (Kyle et al., 2004). *Place dependence* is more focussed on the functional value a place may have for an individual. This specific place fulfils the goals an individual has better than other alternative places (Kyle et al., 2004).

Understanding the psychology behind the possible attachment of people to the place in which they volunteer is important for an organisation to take into account. People often care deeply for a specific natural area and volunteer to help with its conservation. One problem volunteer managers may come across is the difference in nature and landscape goals of volunteers and those set by the organisation and government (Buijs and van Koppen, 2013). Though not much is known about this in more detail it is something organisations need to keep in mind. Especially if your volunteers are motivated by place attachment. Clearly explaining the goals of the organisation and explain why the goals exist can help mitigate conflict and reduce the dissatisfaction of the volunteer.

The different studies discussed in this chapter show that also in research into the motivations of volunteers in a nature based setting different approaches were used and that each of these approaches yields slightly different results. In this research the results of the discussed studies will be used as a guide. Because this research uses a qualitative research method, which has not been used often in this type of research, the hope is this research also yield different result and broadens the knowledge we currently possess about the motivations of volunteers.

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## 2.4 VOLUNTEER SATISFACTION

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As said volunteer satisfaction is important in the retention of volunteers and it is essential that the organisations identify the things that volunteers need to feel satisfied with their job (Galindo-Kuhn and Guzley, 2001).

One of the most well-known overviews of what volunteers need to feel satisfied is the volunteer satisfaction index by Galindo-Kuhn and Guzley (2001). Based on a study by Gidron (1983), Galindo

and Guzley (2001) narrowed down the wider motivational factors of his study into a set of dimensions of volunteer expectations and satisfaction factors (Ralston and Rhoden, 2005).

Where Gidron (1983) identified twelve dimensions of volunteer satisfaction: 1. the work itself; 2. task achievement; 3. task convenience; 4. stress factors; 5. family (outside support); 6. Supervisor-instrumental (information); 7. Supervisor expressive (emotional support); 8. Professionals (staff relationships); 9. Perceived social acceptance of volunteer work; 10. Client; 11. Recognition and 12. The other volunteers (Ralston and Rhoden, 2005).

Galindo-Kuhn and Guzley (2001) narrowed it down and defined five dimensions of satisfaction for volunteers;

- The first dimension is *communication quality*, this covers all types of communication between the organisation and the volunteer. Good communication is extremely important for proper volunteer satisfaction. Some variables that are significantly related to volunteer satisfaction are adequate information flow, information clarity, recognition and feedback. Adequate information flow is related to the amount of information the organisation gives to the volunteers involving to the organisation and its constituents. Clarity of information is also important; the information should be clear and complete. Especially involving job descriptions, so that volunteers will not end up dissatisfied because the job did not meet their expectations. Recognition and feedback is also important. Volunteers like to be recognized and feel valued. This does not have to be through a public display, most of all personal, face-to-face communication is appreciated much more.
- The second dimension is *work assignment*, the assignment of work should be done taking into account the talents of the volunteer. Volunteers like jobs in which they can develop abilities and skills, jobs that are a challenge.
- The third dimension is *participation efficacy*, volunteer want to help others though participating in volunteer work.
- The fourth dimension is *support*, this relates to both educational support, like training, and to emotional support, like encouragement.
- The fifth and last dimension is *group integration*, which relates to the social aspect of volunteering and the relationships with both other volunteers and organisational staff. The social aspect and good social contact increases volunteer satisfaction.

All these dimension are related to and influence the retention and the intent of a volunteer to keep volunteering for an organisation (Galindo-Kuhn and Guzley, 2001).

## 2.5 OVERVIEW

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In the past sections several concepts have been introduced, as said these concepts are closely related. Many of the results of the different studies that are introduced in this research can be connected to one another. Motivations that are shown to be given by volunteers in the discussed studies overlap with the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001). The concepts of needs and expectations also pop up in research on both volunteer motivations and satisfaction. In this section the different elements that make up the needs and expectations volunteers have of their volunteer work and of the organisation, based on all the different researches presented, are shown. This overview will be used to help develop the interview questions. It will also help guide the analysis of the information, which will be gathered in the case study.

The literature study showed that there has been some research done on the motivations of volunteers in a nature-based context, but not all of the motivations in these studies overlapped. By combining the motivations of nature volunteers, from the studies of Ryan et al. (2001), Caissie and Halpenny (2003), Measham and Barnett (2007) and Bruyere and Rappe (2007), the following motivations of volunteers in a natural settings can be found;

- General desire to care for the environment

This motivation can be found in all four of the described studies, though they use a different phrasing. It means that people are motivated to volunteer, because they want to help the environment.

- Volunteering in a nature based context

This motivation is not seen in the research by Ryan et al. (2001), but in their research Bruyere and Rappe (2007) did notice that this might be an additional motivation for volunteers. Caissie and Halpenny (2003) have included this motivation in their list.

- Attachment to a particular place

Volunteering because of an attachment to the specific place is another motivation that was seen in most of the studies, but it was not always named as a separate motivations. However in this research it will be looked at as a separate motivation, because looking at the additional theory on place attachment, this seems to be an important motivation for volunteers in a nature-based context.

- Project organisation

Project organisation or program perks is a motivations found in three of the studies.



- Fun

Not named separately in the studies, fun seems to be the unnamed motivation. This motivation is often named in volunteer research in combination with other motivations, but as it seems to be an important reason for people to volunteer it will be look at separately in this research.

- Social

The social motivation is a frequently named motivation for volunteers.

- Learning and improving skills

The educational element of volunteering also seems to play an important role for volunteers in a nature-based context, as it is named in multiple studies.

- Altruism

Wanting to help nature and preserve it for a future generation. This motivation was named in Measham and Barnett (2007) as a separate motivation using the same phrasing. It also shares similarities to the motivation 'values and esteem' named by Bruyere and Rappe (2007) in their research.

Looking at these motivations it can also be said that motivations can be seen as elements that a volunteer expects the volunteer work to fulfil. This is connected to the statement by Stukas et al. (2009) that satisfaction can be increased by fulfilling volunteer motivations. If you than look at the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001);

- Communication quality

- Adequate information flow
- Information clarity
- Recognition and feedback

- Work assignment

- Participation efficacy

- Support

- Educational support
- Emotional support

- Group integration

- With other volunteers
- With the organisation

As said motivations are elements that volunteers expect their volunteer work to fulfil. If the motivations of volunteers are met by the volunteer work the satisfaction of volunteers is high. The

dimensions of satisfaction are element organisations need to take into account when they want their volunteers to feel satisfied. They are a combination of the needs and expectations a volunteers has of the organisation.

Between motivations and the dimensions of satisfaction there are some similarities. These are logical because these concepts are both related to the feeling satisfaction. The meeting and fulfilling of motivations and of the dimensions of satisfaction both lead to a higher satisfaction rating, which in turn increases retention.

Motivations of volunteers are more closely related to the expectations of volunteer, while the dimensions of satisfaction are more clearly a combination of both. When you look at the similarities between the two concepts you see that the final three motivations of the list, social, learning and improving skills and altruism are very similar to these dimensions. Social is linked to group integration, learning and improving skills are both linked to work assignment and altruism can be linked to the participation efficacy dimension. These dimensions are also expectations volunteers expect to be fulfilled. While the other dimensions adequate information flow, Information clarity, work assignment and support are needs volunteers expect the organisation to fulfil. In the dimensions of satisfaction, recognition or appreciation can also be seen as an expectation. Especially if a connection is made to the literature on social exchange theory. People expect to be rewarded for their work, in this case through recognition and appreciation. Following this logic it can also be expected that some volunteers are motivated to volunteer or to continue to volunteer because they receive certain rewards. This motivation is however not a part of the list of motivations described earlier in this section. It will be interesting to see if recognition indeed pops up as a motivation in this research.

### 3. RESEARCH METHODOLOGY

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The objective of this research is to expand our knowledge of volunteers in nature and landscape conservation in the Netherlands by investigating what volunteers expect and need in their volunteerism. The purpose of this research is not to generalize but to gain an insider's perspective, which can then hopefully be used to improve management of volunteers in nature and landscape conservation.

#### 3.1 QUALITATIVE INTERPRETIVE RESEARCH

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Because this research aims to gain an insider's perspective a *qualitative interpretive research* method was deemed to be best suited to reach the objective of this research. It is suggested in multiple papers that it is wise to use multiple research methods so that the validity of the research findings can be checked (Southwold and Schipper, 2008; Angrosino, 2007). In this research a combination of semi-structured interviews and participatory observation are the chosen research methods.

#### 3.2 RESEARCH POPULATION/ CASES AND RESPONDENTS

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Because of a limited amount of time and the large number and variety of nature conservation organisation the Netherlands boasts, a choice has to be made about which organisations to approach. In the Netherlands the three biggest terrain-managing nature organisations are Staatsbosbeheer, Natuurmonumenten and De 12Landschappen (Vliet et al., 2002). All three of these organisations have a large amount of volunteers, spread throughout the country. This study was done with the help from Staatsbosbeheer.

Staatsbosbeheer is the largest forest and nature conservation organisation in the Netherlands, they conserve 265.000 ha of nature in the Netherlands (Staatsbosbeheer feiten en cijfers, 2016). The organisation was originally a part of the Ministry of Agriculture, Nature Management and Fisheries (Landbouw, Natuurbeheer en Visserij), but became a public cooperation in 1998 (Staatsbosbeheer Organisatie, 2016). The organisation has approximately 960 employees, which are divided over three divisions and 12 provincial units (Staatsbosbeheer feiten en cijfers, 2016).

Staatsbosbeheer is committed to a natural environment to which people feel connected. The employees of Staatsbosbeheer protect and develop the green heritage that is distinctive of the Netherlands. They want to make sure current and future generations can experience the many important values of nature and that this is balanced with the sustainable use of their areas by society

(Staatsbosbeheer Over, 2016). Volunteers play a big role in this vision and the organisation has been making an effort to improve its volunteer management in the recent years. According to their website they currently manage 10.000 volunteers from which 5.950 volunteers work on a structural basis (Staatsbosbeheer feiten en cijfers, 2016).

To cut on travelling time and cost, this research was specified to the province of Gelderland. In this province the three largest nature areas Staatsbosbeheer manages are; the Veluwe, Rivierengebied and the Achterhoek. The original plan was to gather data in each of these three areas. But because of the time pressure it was decided to only research two, as it was taking too long to establish contact with the volunteer mentor in the third area. So the research was limited to volunteers from two volunteer groups in the Veluwe and in the Achterhoek. The choice was made to interview two groups from different areas because no group is the same and also no mentor is the same. I also wanted to have the opportunity to compare the two groups and see how each of them experienced volunteering for Staatsbosbeheer.

In nature and landscape conservation volunteers work are active in a variety of activities. The volunteers can be roughly divided into three categories (Elands and van Koppen, 2007);

- Nature and landscape management;
- Nature observation;
- Nature education.

In the Netherlands most volunteers for nature and landscape conservations are active in the management of nature and landscape (Vreke et al., 2007). As motivations can also differ per volunteering activity (Wearing, 2001) I will limit my research to interviewing only volunteers in this category.

It was believed that by researching volunteers from different areas with a different mentor it would lead to more relevant information. I would have more chance at getting a better overall view of how volunteer management is experienced by volunteers in nature and landscape conservation.

From each of the groups the volunteer manager, or so called mentor, was interviewed. The volunteer mentors then put me in contact with the coordinator of one of their volunteer groups.

Together with the coordinator I planned a time on which I could come over and observe the volunteers for a day. Also plans were made for the interviews. Per area the goal was to interview a maximum of ten volunteers that belong to each of the group including the coordinator.

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### 3.2.1 THE VOLUNTEERS

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The first group that was interviewed was a group in the east part of the province of Gelderland. This group volunteers for the region office Staatsbosbeheer Achterhoek. It is a group that consists of approximately 15 volunteers, which works year round on Wednesdays and tries to work once a month on a Saturday if and when the weather allows it. Most of the interviewed volunteers have been with the group since its conception two years ago. The group was set up and initiated by the groups' current mentor. Who posted an advertisement in a local paper, with the question if anyone was interested in helping Staatsbosbeheer with the maintenance of one of the walking routes in the area.

The second group that was interviewed is a group that volunteers on the Veluwe and is managed from the regional office of Staatsbosbeheer in that area. This is a group of nearly 100 registered volunteers that work only 7 times a year, once a month on a Saturday. This group has been around for a long time, nearly 70 years. This group has recently switched coordinator and the mentor is also fairly new. Having taken over the job almost a year ago. Most of the volunteers that were interviewed became volunteers in this group after they helped out for one day on the annual Natuurwerkdag (nature workday).

Each of the groups is led by the coordinator, who is also a volunteer. The coordinator is the main contact for the mentor and also for the other volunteers. He or she plans the work in consultation with the mentor and lets the volunteers know when and where the next workday will take place.

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### 3.2.2 THE MENTOR

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The mentor is the main contact person for the coordinator and the volunteers. He or she represents the organisation. Both the mentors that were interviewed are junior foresters, being a mentor is only one part of their jobs. As the organisation has been professionalizing its volunteer management, the mentors have been getting more time and support to fulfil their tasks.

The volunteer groups work mostly independent, but the mentor provides the volunteers with their contracts, clothing, tools and additional education as needed. The mentors role is the biggest in the beginning, when a group is new or when they start an unfamiliar task. It is the mentors role to show what the volunteers need to do and how they should do it so that the method of working corresponds to the methods of the organisation.

In consultation with the head forester it is decided what work needs to be done in the area. The mentor then relays this message to the volunteer group that works in that specific area to see if they are interested in taking on the job.

When a group is up and running the role of the mentor is limited, when the coordinator knows which task they are doing next he or she organises the volunteers and makes sure that task is done. The mentors that were interviewed do try to visit the volunteer groups ever so often.

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### 3.3 DATA COLLECTION

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#### 3.3.1 SEMI-STRUCTURED INTERVIEWS

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Semi-structured interviews are “interviews that contain both structured and unstructured sections with standardised and open-format questions” (Walliman, 2006: p92). This type of interview was chosen because to gather adequate data in this research the data gathering method needs to leave room for probing and for the interviewee to tell his or her own story in his or her own words. While also being structured enough that all necessary data is collected. Also the freedom was needed to be able to change the sequence and wording of the interview questions to suit the specific volunteer that was interviewed.

To start of the fieldwork a semi-structured interview with the two volunteer mentors was held which focussed on the explanation of my research and on gathering more in-depth information about the mentor, the organisation, the volunteers and how the mentor manages the volunteers. This interview provided a better understanding of this specific mentor, the way he or she manages the volunteers and about the volunteers that were interviewed later. The background information also helped with the formulation of interview questions asked of the volunteers. The first interview with the mentor in the Achterhoek was held in May 2015. The mentor in the Veluwe was interviewed in October that same year.

After these individual interviews with the mentors contact was made with one of their volunteer groups and a day was planned on which I could observe the volunteer group and get to know them a bit. This also further helped to understand the volunteers and specifics of this particular group.

Then using the data I gathered in the interview with the volunteer mentors and during the participatory observation the interview questions for the volunteers were further refined. The interviews were semi-structured and focussed on getting an insider’s perspective on what it’s like to

be a volunteer for this specific organisation in this area. As well as what their needs and expectations are of the volunteer work and the organisation, what motivates them to volunteer and remain a volunteer and how volunteering for this organisation satisfies them.

During the sampling of volunteers it was made sure that the interviewed volunteers were a good representation of the volunteer group by having variety in gender, age and time spend with the organisation. This to get data on as much different experiences as possible. The interviews were held in the months November and December of 2015 and January of 2016. In the Achterhoek ten people were interviewed and in the Veluwe nine.

The average age of the volunteers that were interviewed was for the Veluwe group 60 and the group in the Achterhoek 62, 4. The gender of the volunteers of the Veluwe group that were interviewed was seven men and two women. In the Achterhoek eight men and two women were interviewed. Also all the volunteers were white. From what was observed in both groups this seems to represent the groups in total. In the literature you also see that this is a common occurrence. Research by Vader et al. (2011) showed that nature organisations describe their supporters as on average being older, higher educated, more often male and that their volunteers usually come from the area in which they volunteer.

In the case of the Achterhoek this is exactly right. As all the volunteers lived in the town next to the area in which they volunteered. In the Veluwe living area of the volunteers was much more widespread. Most of the volunteers do live in the region of the Veluwe, but according to the newsletter of the coordinator of the group 10 or so out of 100 of the registered volunteers come from outside of the region. Even the people living in the region can live quite a distance from the point at which the work actually takes place. Comparing the living area of the people that were interviewed and the area the work took place on the day of the observation. The interviewed volunteer that lived that closest had to travel approximately 2,3 km and the interviewed volunteer that lived that farthest had to travel approximately 14,5 km. When you compare that to the volunteers in the Achterhoek who have to travel 3 km more or less.

Vader et al. (2011) research also states that the supporters of nature and landscape conservation organisation do not give a representative view of society. As children, young adults and immigrants are less represented. This was also observed to be the case in the groups that were interviewed for this study. However in the group in the Veluwe some children were taking part in the activities.

Mostly not as official registered volunteers but as guests of their parents or grandparents that are registered volunteers.

TABLE 1: OVERVIEW OF RESEARCH POPULATION CHARACTERISTICS

<b>Overview of Research Population Characteristics</b>		
	<i>Veluwe</i>	<i>Achterhoek</i>
Number of interviewed mentors	1	1
Number of interviewed volunteers	9	10
Ratio male to female	7/2	8/2
Average age of volunteers	60	62,4

Following the interviews with the volunteers it was necessary to have another interview with the volunteer mentor from the Achterhoek to ask some questions that came to me during the observation and/or the interviews with the volunteers. This interview took place in March 2016.

The interview guides for both the interviews with the mentors and the volunteers can be found in the annex.

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### 3.3.2 PARTICIPATORY OBSERVATION

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To gain more insight into what the volunteer work entails and the dynamics between the volunteers a participatory observation was done. These observations were carried out between the interviews with the volunteer mentor and the volunteers. One day of volunteering with each of the volunteer groups in the different areas. The participatory observation also gave a better understanding of what I was researching and what questions I needed to ask the volunteers to answer the research questions. It also gave me the opportunity to acquaint myself with the volunteers, which made interviewing them later on easier.

“Observations are used as a method of recording conditions, events and activities through looking rather than asking” (Walliman, 2006: p95). In this research a participant-as-observer role was used. In this form of observation the researcher engages fully in the life and activities of the observed. While the observed are aware of the observing role of the researcher (Walliman, 2006). This specific type of observation was chosen, because the volunteers were already aware that someone was doing research and because through working together with the volunteers for a day I could experience what it is like to be volunteer in these groups.



The goal of the observations was to gain insight in what the volunteer work entails and the dynamics between the volunteers. To reach this goal I will pay attention to the communication between the volunteers, the task division and general culture of the group. I will also pay attention to the task itself and the satisfaction of the volunteers while doing the task. During the observation field notes will be made.

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### 3.4 DATA ANALYSIS

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The data collected consists of the interviews with the volunteers of the two different volunteer groups. These interviews were recorded with the permission of the interviewees and later transcribed with the use of the free online web app oTranscribe. The data of the observations and of the interview with the two volunteer mentors were used as background information and to help understand the workings of this specific organisation and the work the volunteers do.

To analyse the data the computer program Atlas.ti was used. Atlas.ti is a tool that can be used in the analysis of qualitative data. It helps with the organisation and coding of large amounts of data, making the analysis of the data more efficient and structured. To help understand the functions and how to use the program the book 'Qualitative data analysis with Atlas.ti' by Susanne Frieze (2014) was used. Atlas.ti was chosen because the researcher had previously been a part of a study in which this program was used and it was available for use through the university.

To help guide the analysis the analytical approach 'computer-assisted NCT analysis' was used. This approach developed by Susanne Frieze consists of three components; noticing things, collecting things and thinking about things. The process of analysis can be sequential following the linear line of noticing things, collecting these things and thinking about them resulting in insightful results but this is often not the case (Frieze, 2014). More often you are moving back and forth between the three components (see figure 1). As this is the first time I am analysing this amount of data this analytical approach was thought to be most useful, because it is straightforward and allows the freedom needed to be creative.

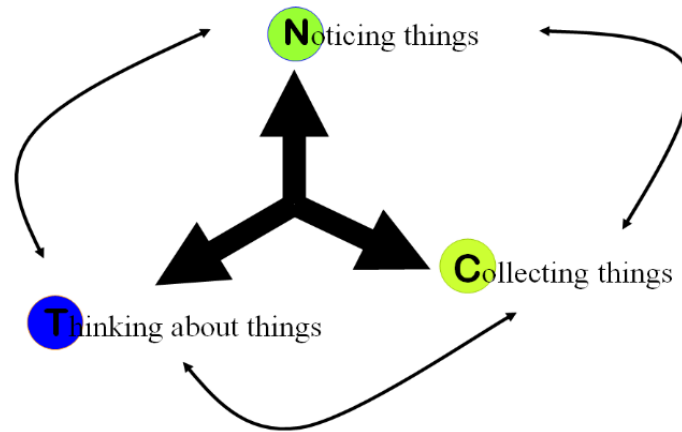


FIGURE 1: THE NTC MODEL OF QUALITATIVE DATA ANALYSIS (SOURCE: FRIESE, 2014).

There are two phases of analysis in the computer-assisted NCT analysis; the descriptive-level analysis and the conceptual level analysis (see figure 2). *The descriptive-level analysis* is aimed at exploring the data and noticing interesting things which can be collected during the initial first-stage coding. Using these first ideas the coding list is then developed further so that all information is retrieved from the data and described. This results in a structured code list that can then be used during the second stage of coding. *The conceptual level analysis* starts after all the data has been coded. In this phase you start looking at the data from a different angle by asking questions and look for relations between the data. Finally resulting in the integration of all the findings and writing down the results. (Frieze, 2014)

#### 3.4.1 DESCRIPTIVE-LEVEL ANALYSIS

For this study the first coding cycle was focused on the literature study and the research questions. The interview was based on these same topics, so by using it again in the initial analysis it gave a good overview of the questions the collected data could answer. Next to focusing on these topics, during the first coding cycle all things that were noticed and which were interesting were coded as well. This phase helped give an overview of the data collected. How it could answer the questions asked in this research and it showed what other interesting information was found.

#### 3.4.2 CONCEPTUAL-LEVEL ANALYSIS

After all the information was coded the second phase began. In this phase questions were asked of the data and connections between the different pieces of coded information were made. During this phase the results and discussion chapters were written. By looking at the data a choice was made to present the results by basing the sections on the motivations of volunteers and dimensions of satisfaction. As this was the main bulk of the data found and it helped to answer the research questions.

As two different volunteer groups were interviewed this phase also focussed on the possible similarities and differences between the two groups. The results of this also influenced the decision on how the results were presented. I chose to present the two cases differently depending on the specific theme discussed. As the amount in which the two groups differed was very different.

### 3.5 RESEARCH VALUE

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As said in the introduction the subject volunteer has been research often. Still this study hopes to show that by using a different research method and focussing on the volunteers' point of view you can obtain new and interesting results. This study is specified to nature and landscape conservation volunteers in the Netherlands, but a large part of the theory explained and the research method itself can be used to do research in other sectors as well. The connection between the different concepts and the links made to the two human behaviour theories can help set up research in other sectors to help create a list of recommendation. Because the goal of this case study was always to help improve volunteer management by gathering information on volunteers.

## 4. RESULTS

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In this chapter the analysis of the results will be shown. The results will be divided into two sections which are based on the research questions asked in this research. The first section is volunteer motivations. In this section the motivations that were named by the volunteers will be discussed. First a look into the results of the closed questions will be given. Followed by the results from the open question into the reasons for volunteering.

The motivations are divided in several sections that delve deeper into some of the more often named motivations and motivations that were valued highly by the volunteers. Followed by a section with motivations that were less prevalent but still important in the overall analysis of the subject and closing with a conclusion.

The second section is about volunteer satisfaction. It discusses the dimensions of satisfaction and how the two volunteer groups meet them or not or the volunteers.

### 4.1 VOLUNTEER MOTIVATIONS

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In the interviews two sets of closed questions were asked of the volunteers. The questions in these sets were based on the most named motivations mentioned in the literature by volunteers. These questions were asked to see if these motivations also played a role in the specific case used in this research. But also to supplement the motivations that the volunteers already named themselves and see if other possible motivations also played a role in their choice.

The questions were divided in reasons for starting and reasons for continuing the volunteer work. This because as said in the theoretical framework there is often a distinction made between the motivations volunteers have to start and to continue their volunteer work (Galindo-Kuhn and Guzley, 2001; Sherr, 2008). In the tables below the average answers are shown of the two different volunteer groups.

TABLE 2: AVERAGE ANSWERS OF THE TWO VOLUNTEER GROUPS FOR THE REASONS TO START VOLUNTEERING BASED ON A LIKERT SCALE OF 1-5.

Reasons for starting the volunteer work.		
	Veluwe	Achterhoek
I started this volunteer work because I could work in nature	<u>4,9</u>	4,5
I started this volunteer work to help conserve nature	4,8	4,3
I started this volunteer work because I feel attached to the place	4,6	4,0
I started this volunteer work to work together with this organisation	3,2	2,5
I started this volunteer work because I can learn from it	2,4	3,3
I started this volunteer work because I could apply knowledge I already have	1,7	2,9
I started this volunteer work to meet new people	2,7	4,4
I started this volunteer work because it looked fun	4,8	<u>4,6</u>
I started this volunteer work because it is important to me	3,6	3,6

TABLE 3: AVERAGE ANSWERS OF THE TWO VOLUNTEER GROUPS FOR THE REASONS TO CONTINUE VOLUNTEERING BASED ON A LIKERT SCALE OF 1-5.

Reasons for continuing the volunteer work		
	Veluwe	Achterhoek
I kept doing this volunteer work to work in nature	4,8	4,4
I kept doing this volunteer work to help conserve nature	4,7	4,4
I kept doing this volunteer work because I feel attached to the place	4,4	4,2
I kept doing this volunteer work to work together with this organisation	3,0	2,8
I kept doing this volunteer work because I learn from it	2,8	3,4
I kept doing this volunteer work I can apply knowledge that I already have	2,0	3,3
I kept doing this volunteer work to continue work with this group	3,2	4,7
I kept doing this volunteer work because it is fun	<u>4,9</u>	<u>4,8</u>
I kept doing this volunteer work because it is important to me	3,9	3,6

From the numbers in table 1 it looks like working in nature, conserving nature, fun and place attachment are the most important reasons to start volunteering. For both groups the most important reason to continue was because the work is fun. One of the volunteers stated “If you don’t enjoy it, you don’t do it”.

TABLE 4: RELATIVE DIFFERENCE BETWEEN VALUES ASSIGNED BY VOLUNTEERS TO REASON TO START AND REASONS TO CONTINUE VOLUNTEERING

Reasons for volunteering		
	<i>Veluwe</i>	<i>Achterhoek</i>
Volunteering in nature	-0,1	-0,1
Volunteering for nature conservation	-0,1	+0,1
Place attachment	-0,4	+0,2
Organisation	-0,2	+0,3
Learning	+0,2	+0,1
Using knowledge	+0,3	+0,4
Group	+0,5	+0,3
Fun	+0,1	+0,2
Volunteering is important	+0,3	0

As said in the theoretical framework a distinction is often made between the motivations volunteers have to start to volunteer and to continue to volunteer (Galindo-Kuhn and Guzley, 2001; Sherr, 2008). It was stated that often the decision to start volunteering is motivated by altruistic reasons, out of the selfless concern for the other (Clary and Snyder, 1999). The continuation of the work is often fuelled by more egoistic motivations (Galindo-Kuhn and Guzley, 2001). They continue because they enjoy the experience and value the rewards they receive (Galindo-Kuhn and Guzley, 2001). In table three the relative difference between the values volunteers assigned to the reasons to start volunteering and the reasons to continue volunteering are shown. Looking at these numbers you can see there is some difference between the values volunteers give to the different motivations when they start compared to when they continue.

An interesting increase can be seen in the value the volunteers in the Veluwe gave to the group. Compared to the reasons to start volunteering, the group became an increasingly important part of the reasons to continue volunteering. This is interesting because on average the social motivation was for the volunteers much less important as compared to the volunteers in the Achterhoek.

For the volunteers in the Achterhoek the highest difference between values is the use of knowledge. The ability to use knowledge that was previously gained became higher rated as a motivation for continuing to volunteer.

Overall there does seem to be a difference between the motivations people have to start volunteering and the reasons people have to continue volunteering. However the research methodology used in this research does not provide enough evidence that any real statements can be made surrounding this subject.

The volunteers were also asked what their reasons for volunteering and for continuing the volunteer work were in two open questions. In the analysis it became clear that there are a lot of different reasons people have to volunteer. The following sections delve deeper into some of the more often named motivations that were valued highly by the volunteers.

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#### 4.1.1 NATURE

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Nature was named by many of the volunteers in one way or another. The volunteers often named this reason of their own volition and both of the groups gave a high rating to the closed questions related to this motivation. For the Veluwe group volunteering in nature was ranked as the most important reason to start volunteering in the closed questions.

There are many different ways in which nature is a motivation and there are many different nuances to the motivation. The following nuances could be discerned from the interviews: (i) working outside in nature, (ii) nature is an escape, (iii) giving back to nature because the volunteers are users (iv) nature conservation.

The first nuance is *working outside in nature*. One of the volunteers said "it's nice to work outside, in the fresh air". He likes being outside and through volunteering for Staatsbosbeheer is able to combine this love of being outside with useful work, keeping busy after retirement and keep up his social contact. He is not the only one that is motivated to volunteer because of this reason. Many of the volunteers mention that they like spending time outside, that they are outdoorsy or real nature lovers.

One other volunteer on the other hand made it clear that 'he is not in it for the trees and the scrubs'. Volunteering in *nature is a means of escape* to this volunteer, an escape of civilization. This is the second nuance. Nature equals space to this volunteer. A place of peace and quiet.

The third nuance is *giving back to nature because the volunteers are users*. The volunteers have expressed the feeling of wanting to give back to nature because they themselves enjoy being outside

and are users of the area. Contributing the conservation of the natural area that they often use for recreation plays a role for some of the volunteers. One of the volunteer in the Achterhoek said; 'Now that I am doing it, I think it's important to keep doing it. Especially when I see the work that still needs to be done in the woods, in particular to the walking routes.' Another volunteer in the Achterhoek also shares this feeling; 'Ensuring that the forest is maintained properly was one of the most important things. In the beginning there was so much deferred maintenance and there still is. It is my primary motivation.' A volunteer in the Veluwe mentioned similar sentiments; 'I like working in nature together with others. I also want to directly give back to the natural areas in my surrounding.' When you look at the motivation nature in this context it has close relations to the motivation of place attachment which will be further discussed in the next section.

There are also volunteers that only name *nature conservation* in general and not in relation to the specific area in which they live, this is the fourth nuance. Like this volunteer; 'Working in nature. It is nice to just work on the reconstruction of a nice piece of nature. Well not reconstruction, because how far do you go back. But to help conserve a piece of nature in a state that people like.' But there is also a volunteer that names both; 'Because I like doing something for nature. I think we should be careful with the little bits of nature we have left in this world and in the Netherlands. So if I can contribute to that than that is great. So that it may remain beautiful, especially because we ourselves live amidst nature.'

Multiple volunteers also named the motivation nature in relation to health. Working outside in nature while doing physical labour helps keep the volunteers healthy. The motivation health will be discussed further on.





FIGURE 2: VOLUNTEERS WORKING IN NATURE (COPYRIGHT: PETER VAN MARKENSTEIJN)

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#### 4.1.2 PLACE ATTACHMENT

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In the closed questions there is something that is interesting. When you look at the points the volunteers assigned to the attachment to a place. The volunteers in the Veluwe assigned higher points to this category than the volunteers in the Achterhoek. Namely 4,6 compared to 4.0 for reasons to start volunteering and 4,4 compared to 4,2 for reasons to continue volunteering. This is not a very large difference in numbers, but considering that the volunteers that volunteer on the Veluwe do not live as close to their volunteering area it does become interesting.

In the open questions place attachment was also named often in connection to the motivation of nature conservation, as could be seen in the previous section. Many of the people that were interviewed are people who enjoy being outdoors. They are users of the place in which they volunteer and/or live in the area. They feel a need to give back to the place they enjoy using and living in by helping to conserve it. One of the volunteers stated that he really cares for the forest in which his group volunteer. Another said "the forests in which I walk are also very pleasant".

Even though some volunteers did comment on their attachment to the place in which they volunteer. If you compare the closed questions to the open questions, the high value the volunteers assigned to place attachment in the closed questions did not come across in the open questions. Or not as much as expected by the researcher. Especially for the group in the Achterhoek it was the researcher expected that the volunteers would name this specific motivation more often. This because during

the observation it became clear to the researcher that the volunteers cared deeply about the areas in which they worked and they felt pride for their work. Several of the volunteers told the story of a walking path that was ruined during the harvesting of trees in a specific area of the forest. The path had become unusable and had to be cut by the VVV from the routes that they suggest tourist and other walkers use. Staatsbosbeheer failed in their eyes to return the path fast enough to its former state and complained to their mentor multiple times about this issue. They also volunteer to do the reconstruction of the path themselves, which is being considered by Staatsbosbeheer. The volunteers care about the forest which in which they work and which they also use themselves.

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#### 4.1.3 SOCIAL

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Comparing the two groups in the analysis of the closed questions only in one category there is a significant difference. The reason for starting to volunteer is to meet new people was more often a reason for the volunteers in the Achterhoek. When you look at the reasons to continue volunteering in table 2, you can see that the numbers that indicate the volunteer found the group an important part of the reason to continue to volunteer is higher for both groups than the number people assigned to the importance of meeting new people as a reason to start volunteering. For the Veluwe it is 2,7 compared to 3,2 and for the Achterhoek it is 4,4 compared to 4,7. Between the two groups the group in the Achterhoek assigned more importance to social aspect of volunteering. This difference in the importance of the social aspect of volunteering between both groups may be explained by the differences between the groups. The group in the Achterhoek is a smaller group that works together frequently. The group in the Veluwe is an unusually large group, it has 100 registered volunteers. They also work a lot less together. This group works once a month on a Saturday from September until March.

In the open questions the importance of getting along with the group and a good atmosphere is to the retention of volunteers and the enjoyment they have volunteering becomes clear. Volunteers from both groups said that they like the group they are working with. More than half of the interviewed volunteers mentioned it as being an important reason for them to volunteer. A volunteer in the Veluwe stated that; 'The nice and open atmosphere. That is constantly there and maintained.' This is one of the reasons he continues volunteering. For a volunteer in the Achterhoek 'companionship, fun and seeing other people' are important reasons to continue volunteering. Especially in the Achterhoek the fun the volunteers get from talking and joking with each other plays a large role. 'When you are retired there are two things you can do. Sit behind your computer screen

at home (...) or go out once a week with other people and joke around with each other. Not physically, but verbally (...) There is just a great atmosphere.'

This last quote by a volunteer also shows another often recurring trend. The motivation social was often named in relation to retirement and unemployment. Keeping up social contacts and meeting new people was found to be important. Volunteer work takes the place of regular work in helping the volunteers stay in contact with other people. Volunteering was also used by one of the volunteers to meet new people after he moved.



FIGURE 3: VOLUNTEERS IN THE ACHTERHOEK TAKING A DESERVED BREAK (COPYRIGHT: PETER VAN MARKENSTEIJN)

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#### 4.1.4 FUN

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The motivation fun seems to interweave in many of the other motivations that play a role for the volunteers. People enjoyed the volunteer work for several reasons. They like the tasks they are doing. It is simple work, that does not require any brainpower and little can go wrong. They like working outside in nature. They like working together with other people and they also liked that the volunteer work is important and useful. Because this motivation is so interwoven in other motivations it probably is the most important motivations. Because as said by one of the volunteers;

“If you don’t enjoy it, you don’t do it”. On its own it is too broad and vague a motivation and it is more useful to look at the elements that make the volunteer work fun for the volunteers.

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#### 4.1.5 OTHER MOTIVATIONS

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Other motivations that played a role for the volunteers where: 1. Time, 2. Health, 3. Visiting new and unknown places, 4. Learning, 5. Importance of volunteer work and 6. Appreciation. These motivations were named by the volunteers in the open question. The motivations time, health and visiting new and unknown places were not discussed in the theoretical frame. The motivations learning and the importance of volunteer work were named in the framework, but were not named often by the volunteers in this specific case.

1. Time, this was named 9 of the volunteers as a reason to volunteer. This was mostly related to the sudden availability of time mostly caused by retirement. But also the frequency of the volunteer work suited them. Volunteering was also seen as a useful way to spend one's free time.
2. Multiple volunteers also named the motivation nature in relation to health. Working outside in nature while doing physical labour helps keep the volunteers healthy. Volunteers name that next to the physical nature of the volunteer work, that helps them keep fit, it is also easy work. It is an escape from daily life for them and for some a change of pace from their everyday job. The motivation of health was also linked to being retired. Some volunteers state that they find it important to go outside, keep moving and keep fit. As one of the volunteers describes it ‘I found the work fun and I wanted to do something. You have to do something when you get older, you have to stay active and keep walking (...) otherwise you will deteriorate rapidly.’
3. Getting to visit new places and unknown places is also a reason for some volunteers. ‘It is a way to get access to special places that I didn’t know before.’ According to a volunteer in the Veluwe.
4. Learning about these new areas, learning more about already known areas and learning more about nature in general was also reason that makes volunteering more enjoyable for the volunteers.
5. There are also volunteers that volunteer because they believe that volunteering is important or that they believe it is a part of life. The volunteers in the Achterhoek also feel that the work they do is important because the area in which they volunteer draws in a large number of tourists.
6. Appreciation of the work and the results that are obtained are also reasons that make people volunteer; ‘The appreciation that is also expressed. The large and direct results you achieve (...) and experience with each other.’



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#### 4.1.6 CONCLUSION

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Overall there weren't very large differences between volunteers in relation to the motivations. Generally speaking the volunteers found the work fun, they enjoy working outside with other people doing work that is useful. But the results also show that you can't speak generally. Every volunteer has his or her own set of motivations that together form the reason why that person chose to volunteer and to continue to volunteer. As well as that there are many different motivations the volunteers can have.

Between the groups one of the differences was the social factor. As the volunteers in the Achterhoek meet multiple times a month the social factor plays a larger role for them. Volunteering is used as a method of keeping up one's social contacts and to not get alienated during retirement or unemployment. As well as meeting new people, as this group also contained some people that are relatively new to the area. For the volunteers in the Veluwe the atmosphere in the group was important, but overall as the volunteers in this group meet less often the social aspect of volunteering played a less important role than for the volunteers in the Achterhoek group. However in the closed questions an increase could be seen between the values the volunteers gave to the social motivation. It seems that the social element of volunteering does have an effect on the continuation of the volunteer work.

Another thing that is interesting can be seen in the closed questions. When you look at the points the volunteers assigned to the attachment to a place. The volunteers in the Veluwe assigned higher points to this category than the volunteers in the Achterhoek. Namely 4,6 compared to 4,0 for reasons to start volunteering and 4,4 compared to 4,2 for reasons to continue volunteering. This is not a very large difference in numbers, but considering that the volunteers that volunteer on the Veluwe do not live as close to their volunteering area it does become interesting. Many of the people that were interviewed were people that enjoy being outdoors and are users of the place in which they volunteer. In the case of the volunteers in the Veluwe working in nature and nature conservation were extremely important reasons to start and to continue volunteering. This love for nature combined with the desire to conserve it and the beauty of the Veluwe area and the volunteer area causes the volunteers to feel an attachment to this place. Even though they might not live in the direct vicinity. One other reason this was interesting was because from the observation the place attachment of the volunteers in the Achterhoek seemed to be very high. In the closed questions one of the reasons the volunteers gave for not giving a high rating to place attachment was that they were relatively new to the area and did not feel a strong connection yet.

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## 4.2 VOLUNTEER SATISFACTION

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In the interviews the volunteers were asked several questions related to the dimension of satisfaction. In their own words the volunteers answered the questions. In this chapter the results will be presented separately for the two groups, because both of the cases were so different. This to give a better overview of the two separate situations and how the volunteers experienced them.

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### 4.2.1 COMMUNICATION QUALITY

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#### ACHTERHOEK

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The communication between the volunteers and the organisation at large seems to be minimal. The coordinator is the main contact between the volunteers and the organisations. He or she communicates with the representative of the organisation, the mentor.

In this case when the group started the volunteers were initially invited to attend a meeting organised by the mentor. In this meeting he told the volunteers about what being a volunteer for Staatsbosbeheer entails, what walking route they would help to maintain and what this maintenance consisted of. The volunteer remembered that the information given at the beginning was sparse but overall it was clear. The mentor also went to the site with the volunteers in the beginning to further explain what the organisation wanted them to do.

During this initial meeting, what the volunteers were missing was more in-depth information about the organisation and what they could expect from them. In their own words; “(They didn’t tell us) much about what we could expect from the organisation. It was more about the tasks, what it meant to be a volunteer group for Staatsbosbeheer and what we would be doing”. “They didn’t go into detail about the organisation as such. Nothing about the background or the goals of the organisation.”

Most of the information between the organisation and the volunteers flows through the coordinator, who is a volunteer as well. As such the coordinator is an extremely important part of the volunteer group. This volunteer is the main contact of the organisation and is the reason the volunteer groups of Staatsbosbeheer can work as independently as possible.

The coordinator supplies the volunteers with the necessary information about the place where the next meeting will take place. In the Achterhoek the coordinator talks to the volunteers via email. To which the other volunteers often respond to share if they will be coming along.

The volunteers also receive two magazines from the organisation with information. 'De Veldpost', a magazine for volunteers made by volunteers and 'Naar Buiten', the magazine which volunteers and members/donors of Staatsbosbeheer receive. Other information can be found on the website and the blog of Staatsbosbeheer. Overall the volunteers found that there is enough information to be found, but they missed the personal touch.

The volunteers are divided in how they feel about this. Some think it is fine that the direct contact flows through the coordinator. Others would like more contact with the organisation itself. Overall the volunteers do feel like the organisation is a distant thing. Outside of the mentor they have never seen any other member of the organisation.

The relationship between the group and the mentor from Staatsbosbeheer is mainly good. The volunteers like the mentor and appreciate his enthusiasm. But they also state that they recognize the limitations of the mentor. The mentor had to disappoint the volunteers on several occasions and made some promises that could not be fulfilled. The volunteers say that they feel bad for the mentor because he has to bring them the bad news and disappoint them when they find that it is often not his fault that they have to be disappointed, but the fault of the organisation. Some of the volunteers find that Staatsbosbeheer is a very bureaucratic organisation and it is very difficult to get things done or receive thing from them in a timely fashion. It was also said that the mentor is only a small cog in a large machine and they understand that he is also bound hand and foot when dealing with certain problems or requests.

In this group most of the volunteers were part of the group since the groups started in 2014. However one of the interviewed volunteers started with the group a later time. He truly missed the personal touch of the organisation. Even though he has met with the mentor all other information had come mostly from the other volunteers in the group, mainly the coordinator, and through some leaflets. He says even though he has received the necessary information the organisation is a distant thing to him. Something he suggested which would have made his initial experience as a volunteer more satisfactory was the organisation of an introduction day for new volunteers. "It would not hurt Staatsbosbeheer to organise an introduction at their headquarters (...) so that they can welcome the new volunteers. It doesn't have to be organised for each separate volunteer. You can also organise it every six months". He would have liked to see more effort of the organisation as a whole to get to know the volunteers that work for them. But also that the volunteers can learn more about the organisation as well in a more personal direct way and not only through the information that can be

found on the internet. He says that; “the more you know about an organisation, the more active and enthusiastic you become and the more motivated you get because of it”.

Most of the volunteers in the Achterhoek don't feel very appreciated or recognized by the organisation. They do feel appreciated by the mentor. They say that he often complements their work and expresses his gratitude. The group in the Achterhoek has been having several problems with Staatsbosbeheer. This resulted in them feeling unappreciated and unsupported by the organisation. As one volunteer says; “There is verbal appreciation, but we don't feel it in practice. Especially when it comes to resources, like tools”. That the volunteers don't feel close to the organisation also makes it hard for them to feel appreciated by them as a whole and not only the mentor; “I feel appreciated by the mentor. The organisation I don't know. We don't know them, so it is hard to say I feel appreciated by them. But the mentor does have appreciation for our work, which is clear”.

The magazines the volunteers receive from the organisations are appreciated by them. Most of the volunteers enjoy reading them and learning more about the organisation and the volunteers in other parts of the Netherlands.

Overall the feeling of the volunteers is that they want to be appreciated, but they don't need any big extras from the organisations. The volunteers want to do their jobs as efficiently as possible and want the organisations help to achieve this. Any other extras are not needed or expected, though they are appreciated when offered. But with these extras it is important that no empty promises are made.

In the group there is an open atmosphere to express and receive feedback. “We have a very close group, but also very open. We tell each other everything we think about each other”. Between the volunteers things are freely discussed. The volunteers also give feedback to the mentor, directly or through the coordinator. Though the mentor is open to receive feedback, the volunteers feel that giving it does them little good; “I tell him what we have done, what we think and he knows this. But that is the issue. We give feedback to the mentor, but it is basically useless and I know this beforehand. The mentor is only a small cog in the machine and he is also talking to his supervisor that might also be tied by his hand and feet by rules, regulations and his own interpretations about how thing should be done. But I find that little is done with the feedback we give them”. The feedback the volunteers receive from the mentor is mostly positive and related to his appreciation of the work that they do.



The Veluwe group is a large group and has been around for a very long time. Unlike the other group the volunteers that were interviewed joined the group at different times. Often the way they joined the group was the same. Most of the volunteers that were interviewed first came into contact with the group through the 'Natuurwerkdag'. During this day they had their first experience with group and liked it enough to come again and become an official member of the group. One thing really helped to convince the volunteer to return and to start volunteering for this group was the enthusiasm of the previous coordinator.

Like in the Achterhoek, all communication with the organisation goes through the coordinator. The coordinator at the time of the interviews was only recently appointed after the previous coordinator retired. Many of the comments of the volunteers were still based on the way the previous coordinator did things. The volunteers really appreciated his way of doing things and hoped that the new coordinator would keep things going.

The interviewed volunteers state that they have little interaction with the organisation. All information and contact goes through the coordinator. In this group also there is a divide in how much contact the volunteers feel necessary with the organisation. The volunteers do appreciate if someone from the organisation stops by when they are out working. As this group has been around for a long time the volunteers have seen different levels of presence by the organisation. They have noticed that recently the current mentor of the group has shown up more, which they appreciate. They also state that previous mentor(s) of the group showed their face(s) less often.

In this specific group the coordinator supplies the volunteers with a monthly newsletter which includes news about the group and also announces where and when the next meeting takes place. The coordinator also supplies the volunteers with all other necessary information for example, about the clothes they can receive and the contract.

New volunteers are also trained by the other volunteers. One of the volunteers did mention that in the beginning it was quite confusing about what needed to be done and felt a bit lost on his first day. He pointed out that this could be improved to make it clearer for a new volunteer what he or she needs to do and what to look out for.

Overall this group feel more appreciated by the organisation. There are fewer problems and because the group has been around for a long time it seems to be going smoothly. Because this is such a large and old group Staatsbosbeheer is also able to provide them with some extra services.

When it is known where and when the volunteers will go to work the next time the organisation makes such that the car with all the tools etc. is transported to the location before the volunteers start their work. At the start of the morning some volunteers come earlier to help the coordinator set up some benches and if necessary a fire pit. This creates a nice atmosphere for the volunteers to arrive to and take a break in. Since the previous coordinator left the volunteers need to bring their own coffee and no reserve coffee is arranged for by the volunteers, which some of the volunteers did miss. Finally at the end of the day after the volunteers finished the work Staatsbosbeheer provides soup and sandwiches for the volunteers. This is greatly appreciated by the volunteers and one of the volunteers even joked that it was the volunteers' main motivation to continue volunteering. During lunch often the coordinator will also thank the volunteers for their hard work that day. The previous coordinator was said to be very good at this and even though the volunteers found it funny that the message was repeated every time it was still appreciated.

The local branch of Staatsbosbeheer also organises a yearly gathering of the volunteers in the area. This is called the 'Groene middag', translated the green afternoon. On this afternoon the volunteers are welcomed with coffee, tea and cake, shown several presentations about the organisation, taken on an excursion in the area and the afternoon finishes with dinner. The volunteer liked this show of appreciation by the organisation very much. The volunteers in this group also appreciate the magazines they receive from the organisation.

There is also an open atmosphere to give feedback. This feedback is mostly directed at the coordinator, because the volunteers have little connection to the organisation. Compared to the Achterhoek the volunteers in the Veluwe group are less critical. The feedback given were mostly tips for the new coordinator in how to deal with his new function and were given out of an interest to keep the atmosphere the previous coordinator did.

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#### 4.2.2 TASKS

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##### ACHTERHOEK

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In the initial article placed in the local newspaper it was said that Staatsbosbeheer was looking for volunteers to help maintain a new walking path. During the initial meeting more information about the walking path and the tasks the volunteers would be performing was given and the volunteers agree that this was all clear and that the reality met their expectations.

Nonetheless because of the speed the volunteers finished their initial assignment and their desire to continue working with a high frequency the work that they were doing increase and started to include other types of work as well. Overall the volunteers really enjoy the tasks they perform. They say that they have a large variety of tasks they perform and that they have a lot of say in which tasks they will do. The coordinator discusses with the mentor and the head forester what tasks the volunteer will carry out.



FIGURE 4: VOLUNTEERS BUILDING A BRIDGE (COPYRIGHT: PETER VAN MARKENSTEIJN)

The speed with which the group works has also caused small problems. “The tasks? You have to work on the maintenance of the paths and the forest. They didn’t tell us about some of the tasks we carry out right now. But I think that is our own fault, because we are fanatical and we work faster than Staatsbosbeheer can keep up with. Some of the work we do now seems more like mass work instead of maintenance. But you do the work with love, so it does not matter”. Another volunteer agrees with this; “We did do the maintenance of the paths, but we have also had to fell entire forests, keep

some trees and remove the other and that is fun for two weeks, but after six it starts to look more like factory work and the fun dies down”.

Working faster than the organisation can keep up with has led the volunteers to carry out tasks which they felt were far from their initial directive. It also led them to do tasks which could have been done much more efficiently by using more professional tools the volunteers were not yet certified to use; “When we had to remove those blackberries (...) we spend seven to eight weeks just removing them by hand. That is just incredibly tedious work (...) if you had a machine this job would have been a lot handier and easier for us to do. (...) We prefer to work as effectively as possible in the three hours we come to work. (...) The variation in the work we do is nice. We all want to work hard (...) but preferably also as efficient as possible”.

Staatsbosbeheer made promises to the group that some of them could follow a course and become certified in using a chainsaw and/or a brush cutter. However they had not yet come through on this promise. Doing tasks like this felt very inefficient to the volunteers. The un-kept promise that the volunteers could follow the training was one of the main issues the volunteers in the Achterhoek had with Staatsbosbeheer.

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#### VELUWE

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The group in the Veluwe has only one task, i.e. removing pine trees. This is known by the volunteers and they do not mind the repetitive nature of this task. Also because within this one task the volunteers can fulfil different roles. They can choose between cutting or sawing the trees, picking up the cut down trees and placing them together for easy collection or help others cutting down a tree by bending it away from them. Switching between these different tasks also helps make it physically easier to keep up.

The volunteer work has been described as simple and that it does not take a lot of knowledge to do. But this is not seen as a bad thing. The volunteers knew what the task of the group was before they started and had the opportunity, through the ‘Nature Workday’, to test the work in a non-committal way.

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#### 4.2.3 PARTICIPATION EFFICACY

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Volunteering because you want to help others though participating in volunteer work does not play a large role in this specific case. But it can be translated to volunteering because you want to help conserve nature and by doing so conserve it for future generation.

Nature conservation was from many volunteers of both groups an important reason to volunteer. As one of the volunteers in the Achterhoek stated; "Making sure nature is conserved for your children and grandchildren, which is what it's all about for me. That you can play your part in the conservation so that they too can enjoy walking in nature like you do. To pass it on you need to contribute to its protection".

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#### 4.2.4 SUPPORT

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##### ACHTERHOEK

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The volunteers also did not feel supported by the organisation. One volunteer summarized the biggest problem of the group in this way; "The largest bottleneck of this group is that you are provided with too few means to do your job properly".

The issue of the group with the organisation have been piling up and are mostly related to not receiving proper tools, education and for some volunteers the necessary clothing for them to feel that they can do their jobs properly and efficiently.

Because the group has done large and taxing jobs manually, while it could have been done much more efficiently with professional machinery, also irritates them. Also because since the establishment of the group they have been promised that some of the volunteers in the group would have the opportunity to do a workshop and get a license to operate a chainsaw or a brush cutter paid for by Staatsbosbeheer. But the organisation never followed through on their promise despite the complaints of the volunteers.

The volunteers feel that often they are not heard by the organisation or taken seriously. Getting something done takes a lot of time which frustrates the volunteers. This is also one of the reasons they decided to establish a foundation. Other reasons for taking this step are that by becoming a foundation the volunteers will have a clear own identity, be more independent and have the opportunity to work as a group for other organisations and on other projects next to working for Staatsbosbeheer. By having their own identity it also helps them look more professional and make any possible fundraising activities easier.

They also hope that by becoming a foundation the organisation will take them more serious as they feel that nothing is changing and the feedback they give is not being heard.

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#### VELUWE

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In the Veluwe the volunteers are more satisfied with the support from the organisation. In the group there are several people who have a license to operate a chainsaw and they often work separately from the group of volunteers that work manually. The volunteers that were interviewed did not feel the need to become certified in the use of professional machinery.

Overall they did feel supported by the organisation. The only comments that hinted at any negativity where related to there not always being the right size gloves.

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#### 4.2.5 GROUP INTEGRATION

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##### ACHTERHOEK

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As seen in the previous section, for many of the volunteers in the Achterhoek the social aspect of volunteering is extremely important. The core group of people meet up every week to work together. They have fun together and many of them commented about enjoying the banter that goes on between the volunteers and that they discuss many different topics while working.

The connection with mentor is also good. They like him and see that he is trying his best. They feel bad that he has to come to the volunteers with bad news so often. But they also feel that he sometimes makes promises to the volunteers he cannot live up to. This perpetuates the bad news.

The connection to the rest of the organisation is non-existent. The volunteers feel that the organisation is a very distant thing. The volunteers in the Achterhoek have gone as far as calling it a bureaucratic and useless organisation. Through the magazines the volunteers have read about the plans for change in the way the organisation manages volunteers, but they say they do not feel it yet. A new year's card by director of the organisation, in which he expressed his gratitude to the volunteers and told them how important they are to the organisation, was sent to the volunteers this year. This was met by them with the comment that "if the volunteers are so important to you why don't you show it with your actions?"

## VELUWE

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In the Veluwe the group integration seems to be lower or less important to the volunteers. The volunteers gave a lower score to the social motivation in the previous section. In the interviews they made so statements about the group they work with like; “I liked the group”, “the atmosphere is nice” and “there are some interesting people I talk with”.

Next to mentioning that they like it when someone from the organisation is present during the morning on which they work, they did not comment much about the mentor. Like the other group they did not feel connected to the organisation. With the exception of some volunteers that have contact with Staatsbosbeheer outside of the volunteer work.

## 5. DISCUSSION

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In this chapter the results of this research will be linked to the theoretical framework. By comparing the results of this research to other research we can see what similarities there are and also how the result of this research differs from previously done research. We will also look at possible reasons shortcoming of this research.

### 5.1 MOTIVATIONS

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What motivates nature and landscape conservation volunteers in the Netherlands to volunteer? To answer that question, the volunteers were asked firstly in an open question why they started their volunteer work and why they continued to volunteer. Following that, to delve deeper into any possible underlying motivations, the volunteers were asked to rate how they felt certain motivations applied to them on a Likert scale of one to five.

The questions in the closed section of the interview were based on the literature study into the motivations of volunteers. By combining the motivations of volunteers in natural settings, from the studies of Measham and Barnett (2007), Caissie and Halpenny (2003) and Bruyere and Rappe (2007), the motivations that the questions were based on are:

- General desire to care for the environment
- Volunteering in a nature based context
- Attachment to a particular place
- Social
- Fun
- (Project) organisation
- Learning and improving skills
- Altruism

What could be seen from comparing the answers of the closed questions to the answers of the open questions is that certain motivations were not mentioned. When the volunteers were asked to list motivations important to them they did not list all the motivations they gave a high rating to in the closed questions. This was especially so for learning and improving skills and motivations relating to the organisation.

Learning and improving skills is an interesting motivation in this case. In the open questions it was named by only one volunteer in the Veluwe. This volunteer said that during break time often



someone would come to tell an organisation they worked for or about a certain animal species. This volunteer found this a real added value to volunteering and who find it boring if this specific part of the morning would disappear. In the Achterhoek they don't have these presentations. However when asked directly one of the volunteers did think that the volunteer work is educational, but mostly because this volunteer learned more about nature from the other volunteers.

Overall the volunteers expressed that the work is simple, 'stupid' work that does not require much skill or knowledge. This on its own was also appreciated by some of the volunteers. You don't have to worry much, because it is easy, physical work they can just do. It helps them to keep fit and at the same time also enjoy each other company while still doing work that is useful.

This single motivation once again shows how much difference there is between the importance of motivations between the volunteers. For one volunteer, the volunteer work would not be complete without it, while for others it did not play a role.

The organisation is another motivation that didn't play a significant role in this case. No volunteer named working with Staatsbosbeheer as a specific motivation. Which nature organisation they volunteered for did not matter to most volunteers. This was mostly decided because Staatsbosbeheer is the owner and manages the specific areas in which the volunteers work. If one of the other nature organisations owned the area they would have volunteers for them. Overall the connection between the volunteers and the organisation did not seem to be that strong.

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#### 5.1.1 NATURE

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For volunteers in a nature based context it is not surprising that volunteering in a nature base context is important for them. That for many of them the motivation of nature conservation also plays a large role will also not come as a surprise. But it is important to understand that per volunteer the meaning behind the motivation of nature or the nuance it contains can be completely different.

Ryan et al. (2001) and Bruyere and Rappe (2007) had as first motivation helping the environment. In their research they found that people volunteer because they want to do something that helps nature. Bruyere and Rappe (2007) also suspected that the motivation get outside played a role for the volunteers but they could not confirm for sure as in the research there was little elaboration by the respondents in the open-ended answers and no follow-up steps were taken to provide clarification. Working outside in the fresh air was named as one of the main reason the volunteers

people volunteer in this case. Hinting that Bruyere and Rappe (2007) were right in saying that this could play a role for volunteers in a nature based context. The research by Caissie and Halpenny (2003) also corroborates this. In their research place and volunteering in a nature-based context was a theme that included the motivations of people that volunteer because of the opportunity to work in a nature-based setting and that enjoy being outdoors. As both this research and the research by Caissie and Halpenny (2003) use qualitative research methods in compared to the quantitative research methods used by Bruyere and Rappe (2007) it also shows that by looking at a research topic in different way new discoveries can be made and added to the expanding knowledge on volunteers in nature and landscape conservation.

In this research nature was also shown to be an escape for some volunteers. Finding some peace and quiet away from the hustle and bustle of civilization. Though not named in the research discussed in the theoretical framework this might be overshadowed by the larger motivation of volunteering in a nature based context. So it cannot be said that this is a new motivation found in this research. However it does show that there are many nuances to this specific motivation that might warrant further research.

Nature conservation motivation based on the feeling of wanting to give back to nature because the volunteers are users was also seen as one of the nuances of the motivation nature. More on this in the next section.

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#### 5.1.2 PLACE ATTACHEMENT

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As in the research of Caissie and Halpenny (2003) the combination between place attachment and volunteering in a nature-based context are often related to each other in this research. Many of the volunteers in this study want to contribute to the conservation of the place in which they live, the area that they use for recreation and that they find beautiful. As said in the theoretical framework places are more than just a geographical area to people.

There are two different components place attachment can be divided into *place identity* and *place dependence*. In this research *place dependence* was the clearest component that underlies the motivation of place attachment. The area in which the volunteers work is also a functional area to them. They use it as a recreational space, take walks, cycle or mountain bike through it. Because of this place dependence the volunteer want to give back this nature area by helping to conserve it for themselves and for others.

*Place identity* is harder to discern from the interviews. The volunteers did not talk directly about how the area in which they volunteer helps them to express and affirm their identity, but based on the stories heard and emotions that could be observed. I believe it could play a role for some of the volunteers in the Achterhoek.

The story told in the previous section about the path that was destroyed during a harvest shows this. It was also mentioned to the interviewer by most of the volunteer group showing how much of an issue it was and how strongly they felt about the situation. The volunteers in this group are very passionate about their work. The group contains strong personalities that are not afraid to speak up when things do not go according to their plan or their vision of the area in which they volunteer. They are the only volunteer group in this area and they do a lot of work to keep it looking beautiful for themselves and for the many tourists in the area. Because they are so invested in their volunteer work, feel pride in their work and visibly care about what is going on in the area you could say that one of the reasons they care so much is that over time the area in which they volunteer has become part of their identity. Because the volunteers did not make any statements of this being true for them in their interviews, the occurrence of place identity cannot be proven. Further research will be needed into this subject to make clear if place identity is one of the reasons the volunteers are so passionate about the work they do in this area.

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### 5.1.3 FUN

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As said in the previous section fun is a motivation that is interwoven in many of the other motivations. Caissie and Halpenny (2003) also show in their description of the theme pleasure seeking that it includes many different motivations. Such as the pleasure of learning new things, meeting new people and the pleasure from encountering and addressing challenges and most importantly generally having fun. Fun seems to be more of a side effect that is related to some of the other motivations. This motivation was named the most by the volunteers in the open questions and rated the highest by all volunteers in the closed questions about continuing volunteer work. This research thus supports the statement by Galindo-Kuhn and Guzley (2001) that volunteers continue because they enjoy the experience. Knowing the motivations of the volunteers is also shown to be important in this research. Because the fun of volunteers is directly related to other reasons for volunteering. If the other motivations that were expected to be met are not the overall fun for the volunteers goes down, which subsequently leads to a higher number of people quitting their volunteer work. By knowing what the volunteers expect, why they start to volunteer help an

organisation meet these expectations and increase the fun for the volunteers. Clear communication also helps in this case, being very clear about what the organisation has to offer and what the volunteer work encompasses helps to diminish unrealisable expectations and draw in people that enjoy this type of volunteer work. More about this in a following section.

Other aspects of fun are harder to control by the organisation. The atmosphere in the group is made by the volunteers themselves. In smaller groups like in the Achterhoek the social aspect as related to fun is extremely important.

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#### 5.1.4 SOCIAL

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The social aspect of volunteering can be extremely important for some groups. This research shows that different groups have different priorities related to the social aspect of volunteering and that these might be related to other aspects such a group size, volunteering frequency and reason for volunteering. The social aspect also has many different facets to it.

For the volunteers in the Achterhoek the social aspect is very important. This group started just two years ago and many of its members have been part of the group since the beginning. Meeting new people and volunteering to keep up social contacts where frequently named motivations for the volunteers in this group. Fun was also very much related to the social aspect in this group. Having fun talking a joking with the other volunteers.

In the Veluwe the social aspect was less prevalent. The large size of the group and the work area might make it more difficult to have a real group feeling and might also make it less important. One thing that did seem to unite the group, which was mostly observed but also mentioned by a volunteer, is the instant reward the volunteers feel when working. Because this group is so large when they start working in a specific area within a few hours the landscape looks entirely different. Looking up from you work gives an instant sense of pride in the work you did as a group.

In the literature social was one of the main motivations of volunteers. Ryan et al. (2001) mention that in their research this means volunteering to meet new people or have the chance to work together with friends and family. Both others these reason also where shown in this research. Having the chance to work together with family was mostly seen in the Veluwe, but it also seems happens in the Achterhoek. In the Veluwe however it was clearly observed. On the day of the observation there were also some children helping that had come to join they parents and/grandparents. It was also

expressed by one of the volunteers they he found it important for his children to experience volunteering and find out its importance from a young age.

In the research by Bruyere and Rappe (2007) social was described by meet others who share the same ideas and values. In this research this seems to hold true. In the Achterhoek joking with each other and discussion various topics including sports, politics etcetera was important and enjoyable to the volunteers.

In the research of Caissie and Halpenny (2003) the social motivation was included in the motivation pleasure seeking and was mostly related to meeting new people. This also is shown in this research case. The motivation social is related closely to fun. But in this research many different facets of the aspect social where found: (i) meeting new people, (ii) meet others who share the same ideas and values (iii) fun and (iv) keeping up social contacts that in this case it warrants its own categories. It also shows again that motivations are dependent on many different conditions and are very different for each individual.

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#### 5.1.5 ALTRUISM

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It is hard to measure altruism, because many different motivation come together to form the reason why a person volunteers. It is difficult to say which reasons are selfless and which are more selfish.

Though looking at the volunteers that were interviewed I think that for most of them altruism does play a role. Many of the volunteer have done volunteer work before, for many of them this was the first time in a nature based context. This fact combined with the high value they assigned to nature conservation and the attachment they feel to the place as a user and/or volunteer leads to believe that this is true. The volunteers also found that doing volunteer work is important. In the closed questions this was said in context with nature conservation. Important to give back to nature, to protect it. But also important to share the importance of volunteer work with future generations.

In the closed questions the volunteers rated the importance of volunteering with a 3,6 and a 3,9 for the start and continuing in the Veluwe and a 3,6 for both in the Achterhoek on a scale from one to five.

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### 5.1.6 OTHER MOTIVATIONS

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Other motivations that were not yet discussed and did not feature in the research in the theoretical framework are the motivations time, health and appreciation.

For some of the volunteers time is a motivation. The (sudden) availability of time played a role, but also the frequency and how volunteering fits into the life of the volunteer. For organisations this might seem like a motivation they have little control over, but that is not the case. For many if the volunteers retirement opened up a lot of time which they chose to fill by doing volunteer work for various reasons. But for the volunteers who are still working the possibility to volunteer in the weekend was important. In the Veluwe the low frequency of meetings also helped to make it possible for these volunteers to help out.

As Staatsbosbeheer wants to increase its numbers of volunteers in the future. Taking into account the overall ageing of the population and the increasing age people are retiring, a time will become a more important motivation in the future. For many non-volunteers the lack of time seems to be a real reason to choose not to volunteer.

The motivation health was also named multiple times. Because of the work the landscape management volunteers do is quite physical it is expected that element of this motivations are specific to these types of volunteers. Many of the retired volunteers mentioned that the physical work helped them to keep fit. But the social aspect also played a large role in this. Keeping up social contacts can be difficult after retirement. This can lead to loneliness. The volunteers agreed that if you choose to just sit at home and do nothing it will have a negative effect on once health and “hasten you decline”. Working in nature also increased the perceived health effect of this type of volunteer work. Working outside in the fresh air doing physical work, so very different from the paid work they do or might have done, was seen as healthy by the volunteers. The easiness of the work also contributed to the work being healthy as the volunteers do not have to worry about it going wrong and could just enjoy it and relax.



FIGURE 5: PHYSICAL WORK IN THE ACHTERHOEK (COPYRIGHT: PETER VAN MARKENSTEIJN)

Appreciation was also named by the volunteers. Being appreciated for the work they do and the results they obtain are also reasons that make people volunteer. People like to be appreciated and rewarded for their work and some people are motivated to volunteer when this appreciation is shown by the organisation. As stated in section 2.5 appreciation is also a part of the dimensions of satisfaction, but because it can be seen as an expectation of volunteers it was deduced based on the social exchange theory that it could also be a motivation. The social exchange theory states that people will do good things for others when they receive rewards. It being named by the volunteers in this study shows that this deduction might have been right.

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## 5.2 SATISFACTION

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In the beginning of the research one of the research questions was; how does volunteering in nature and landscape conservation in the Netherlands satisfy volunteers?

To find this out the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001) were used to set up the interviews and used in to give structure to the results. The dimensions of satisfaction are:

- Communication quality
  - Adequate information flow
  - Information clarity
  - Recognition and feedback
- Work assignment
- Participation efficacy
- Support
  - Educational support
  - Emotional support
- Group integration
  - With other volunteers
  - With the organisation

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### 5.2.1 COMMUNICATION QUALITY

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The first dimension of satisfaction is *communication quality*. Essential parts of the communication quality are; adequate information flow, information clarity, recognition and feedback. Following a look into what the communication quality is like in the studies cases.

Overall the communication between the volunteers and the organisation is complete and clear in both the groups. Most of the communication flows from the organisation through the coordinator and back. The volunteers are also supplied with extra information through the magazines and the website of the organisation.

Being clear in one's communication also helps to keep expectations in check. Galindo-Kuhn and Guzley (2001) state that this is important especially in the job description. But it also goes further than this. In the Achterhoek the volunteers have been made promises to which the organisation did



not follow through. Creating expectations and not fulfilling them leads to the volunteers being disappointed. It is important for an organisation to prevent this, because it can lead to irreparable damages in trust in the volunteers.

Feedback is also an important part of the communication quality. In both groups there is an open atmosphere to give feedback. In the Veluwe less people seem to give feedback or have a need to give feedback and most of the feedback is aimed at the coordinator. The size of the group and the lack of large problems probably also plays a role in this. It seems like the size of the group allows for less personal contact between the mentor and the volunteers, but also between the volunteers and the coordinator.

The group in the Achterhoek is very vocal and critical. Many of the volunteers fulfilled a high function when they were still a part of the workforce and they are used to giving feedback and also having it be taken seriously. This they do not feel from the organisation.

Both the groups feel that the organisation is a distant thing. Galindo-Kuhn and Guzley (2001) state that volunteers like to be recognized and feel valued. This does not have to be through a public display, most of all personal, face-to-face communication is appreciated much more. This is also the case in this research. The volunteers don't need the extras, they want to be supported by the organisation so that they can do their job in an efficient way. They do like to be recognized for the work they do, but this does not have to be a big thing. However they would like it if the organisation showed more of themselves and not leave the face to face contact up to the coordinator so much.

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### 5.2.2 WORK ASSIGNMENT

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The second dimension is work assignment Galindo-Kuhn and Guzley state that volunteers like jobs in which they can develop abilities and skills, jobs that are a challenge. Or use skills that they already poses.

In both cases the tasks the volunteers do are not challenging and the volunteers do not need a lot of skill to perform them. But the simplicity of the task is also something the volunteers like. The volunteers don't need to think while performing their task, making it a nice escape from a possible desk job. There are many reasons why the volunteers choose to do this volunteer work. The social factor, health factor and the possibility to work outdoors trump out the need to learn while doing volunteer work. The volunteers also explicitly chose to do this type of volunteer work, as the initial communication was clear about what the job entailed.

But because the assigned work itself is easy does not mean the volunteers don't learn anything. Some volunteers do get the opportunity to get certified in using a chainsaw or brush cutter. Volunteers have also stated that while volunteering they also learn from each other about nature and the area in which they volunteer. In the Veluwe there are also small presentation given by other parties to tell the volunteers more about nature, which was experiences as informative.

For one person in the group the volunteer work does encompass all the elements Galindo-Kuhn and Guzley summarize as important, that is the coordinator. This volunteer task is challenging, you can develop abilities and use skill you already poses. The coordinator keeps the group organised and running largely independent from the organisation.

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### 5.2.3 PARTICIPATION EFFICACY

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The volunteers want to help others though participating in volunteer work, translates in this case into the volunteers wanting to conserve nature. This dimension by Galindo-Kuhn and Guzley (2001) is closely related to altruism which was discussed earlier.

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### 5.2.4 SUPPORT

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The fourth dimension by Galindo-Kuhn and Guzley (2001) is *support*, this relates to both educational support, like training and to emotional support, like encouragement.

As said in the results the volunteers in the Veluwe feel supported and the volunteers in the Achterhoek do not. In the Veluwe the volunteers also seem to need less support, the group is large and has been running for a long time. Because of this everything seems too been running pretty smoothly. In the Achterhoek, a fairly new group, there are still some bump to work out.

The main issue for them is the educational support that was promised to them and that they have recently gotten. They had to complain a lot before the organisation finally came through. Because everything they want takes a long time to be achieved they don't feel supported. They feel that they do a lot of work for the organisation and to do that work they need proper tools which the organisation does not provide for them. This lack of feeling supported and the breaking of promises is also named in the psychological contract approach. In return for their contribution the volunteer expects that certain obligation will be met by the organisation. Not fulfilling promises can damage

the trust, faith and relationship the volunteer has with the organisation. This is what happened in this case.

Emotional support mostly takes form in the mentor and/or the coordinator praising the volunteers for the work they have done. This happens in both groups, but in the Achterhoek the only way to show that they emotional support are not just empty words is by giving them the tools needed to do their job and to make it seem that the groups is taken seriously.

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#### 5.2.5 GROUP INTEGRATION

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The last dimension is *group integration*. The social aspect of volunteering also plays a role in the satisfaction of volunteers. Galindo-Kuhn and Guzley state that the social aspect and good social contact increases volunteer satisfaction. The dimension group integration relates to both the relationships between volunteers, but also between the volunteers and organisational staff.

Both groups have different levels of group integration, but both are satisfied with the level on which they are on. For the volunteers in the Achterhoek the social aspect of volunteering is very important. For the volunteers in the Veluwe it is less so, but it is still necessary for the overall enjoyment if the atmosphere in which they work is comfortable.

The integration with organisational staff seems to also be different in this case. Both of the groups liked their mentor and appreciated it when he comes by while the volunteers are working. But because the volunteer groups are largely independent the main person that organises the group and the work is the coordinator. Because this is also a volunteer he or she is also a part of the group itself integrating them automatically. The coordinator is seen an extremely important by the volunteers, even more important than the mentor. With again decreases the need and possible integration of the mentor.

## 6. CONCLUSION

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The main research question of this research was; 'What do volunteers need and expect from their volunteerism in nature and landscape conservation in the Netherlands?'

To answer this question I looked at what the concepts needs and expectations meant in the research into volunteers. Though needs and expectations are often named in research they are not very developed concepts. It was found that these concepts are often linked to the concepts of volunteer motivations and volunteer satisfaction. So to answer the main research question these were the two concepts that were researched.

The first specific research question that was asked was: 'What motivates nature and landscape conservation volunteers in the Netherlands to volunteer?'

For each individual volunteer there is an intricate web of motivations that makes up the reason why this person volunteers. There are many different combinations of motivations from a list of possible motivations that is already very long. This research highlighted some of the motivations that for most of the volunteers seemed to play an important role. All the while also trying to make clear that there are many different motivations and that each volunteer has its specific motivation which he or she values. It was interesting to see how the different motivations are connected together. Like the connection between working outside, health, social and time.

The most often named motivations by the volunteers in this research were; working outside in nature, conserving nature, place attachment, health, social and fun.

For volunteers in nature-based volunteering programs, working in nature and the conservation of nature is very important. Connected to working outside in nature is the motivation of health, which came up in the interview with the volunteers a lot. The average age of the interviewed volunteers of the groups was 60 and 62,4 and many of the volunteers were retired. Being active outdoors after retirement while also being able to give back is an important motivation for the volunteers to pick this specific type of volunteer work. Being retired also makes the motivation social an important one for the volunteers, but also for the unemployed, keeping up social contact while doing important work.

Giving back to nature, but specifically to the nature of which these volunteers are users was also important. The volunteers are attached to the place in which they volunteer, but which they often also live close by to and use on a regular basis in their free time. Giving back to this specific piece of nature and conserving it is important to some of the volunteers.

But again something that is important to realise motivations and the combination of motivations is different for each person, but is also dependent of the situation of the group. For example, for volunteers in the Veluwe the motivation social played less of a role, presumably because of the size of the group and the frequency with which they work.

The second specific research question was; 'How does volunteering in nature and landscape conservation in the Netherlands satisfy volunteers?'

In this research we use the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001). It was clear that the satisfaction levels of the two groups were very different. The group in the Veluwe was overall satisfied. As a long running group things are already clearly set up and running smoothly. There was some worry that because of the recent changes in coordinator, things might change. The previous coordinator was very loved by the volunteers. But because of the open atmosphere in giving feedback and this worry seems to only be slight. The lack of contact with the organisation was also named. Overall it was not a big problem, or mostly a problem of the past as the volunteers mentioned that the current mentor visits them more often than was previously the case.

In the Achterhoek there were more problems. Summarized the feeling the volunteers have is that they are not supported properly to do their job. The volunteers seem to work faster than the organisation can keep up with. The volunteers want to do their jobs as efficiently as possible, for that they need the proper tools, education and a planning. Many of these things were promised to them by the mentor. Like that some of the volunteers would be able to take a course in how to use a chainsaw or a brush cutter. Having to repeatedly ask the organisation for this support and it not coming also made some of them feel like they are not being taken seriously and that they are not appreciated by the organisation.

The five dimensions of satisfaction were a good guide in finding out if the groups were satisfied and if not where the problems lie. Because of the way Staatsbosbeheer manages its volunteers, which is by letting the volunteer groups be as independent as possible the connection to the organisation is not as strong. It did not matter to the volunteers for which organisation they volunteered. That it is

Staatsbosbeheer is simply because that is the organisation which manages those specific nature areas.

So what do volunteers need to feel satisfied? This seems to be a combination of things. Volunteers are motivated to work because of their own specific reasons. As said in the literature study these reasons need to be met by the organisation for the volunteer to feel satisfied. In this case this does not seem to be the case. The motivations of the volunteers seem to be already met by the specific volunteer work they chose to do and the group with which they do the volunteer work. What they need to feel satisfied which the organisation can be found in the dimensions of satisfaction. Summarized the organisation needs to be clear in its communication. In the beginning to make sure that the volunteers know what to expect from the volunteer work they are offering and to see if it meets their reasons to volunteer. Secondly the information needs to be complete and clear. This was the case in for the researched volunteers. But another important thing is appreciation. One way for the organisation to show this, which is corroborated by both the literature and the interviews, is personal contact. Also in the communication from the organisation. The volunteers missed the personal touch in the communication. As the groups work mostly independent from the organisation and the coordinator facilitates most of the contact with the mentor. The other volunteers have little to no contact with the organisation and only have contact with the mentor when he or she visits the volunteers, which is appreciated by them.

Another important issue with the communication is for the organisation to not make promises to the volunteers which they cannot keep at all or in a short time span. Getting the expectations up of volunteers to not follow through can have serious effects on the trust the volunteers have in the organisations. This is also is the premise of the psychological contract approach explained in the literature study.

The volunteers were happy with their work assignment. Though the group in the Veluwe has only one task, it could be seen a monotone, but because it was clear to the volunteers what the purpose of the group was to the volunteers this was not the case. Clarity in what the work assignment is and a planning so that the volunteers know what they are expected to do where named as important in this case. But more importantly for the satisfaction of the volunteers was the support to do the work assigned to them. In the form of the proper tools and education to use heavier machinery.

So to answer the main research question; 'what do volunteers need and expect from their volunteerism in nature and landscape conservation in the Netherlands?'.

The needs and expectations of volunteers are built up by a combination of volunteer motivations and the dimensions of satisfaction. By looking at these two concepts you can find out what needs and expectations need to be met for a volunteer to feel satisfied.

Because two groups were interviewed for this study two different situations were seen. One of a group that is satisfied and one of a group that is not. It was found that the dimensions of satisfaction were a good guide to find out what the volunteers in both groups are satisfied with and what could be improved in their specific case.

The motivations of the volunteers in this study were found to be quite similar between the two groups. The motivations of the volunteers were also fulfilled, mainly because of the type of volunteer work. The motivations that were named often by the volunteers are; working outside in nature, conserving nature, place attachment, health, social and fun. Many volunteers selected this specific type of volunteer work because it offers the opportunity to do active work outside. Not only older volunteers who wanted to keep fit, but also younger volunteers who used it as a change of pace for their normal day job. This is also why it is important for organisation to be clear about what the volunteer work entails in the job description.

To improve volunteer management, organisation should have a basic knowledge about the motivations of its volunteers. By using this information and the dimensions of satisfaction an organisation can pinpoint what it can do to improve the satisfaction of its volunteers. An important part of this is that an organisation should regularly check in with its volunteers to ask their opinion and get feedback.

In the next chapter some recommendations to improve the volunteer management in nature and landscape conservation are made. These recommendations keep the motivations of volunteers in mind and use the dimensions of satisfaction to pinpoint the important issues organisation need to watch out for.

## 7. RECOMMENDATIONS

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Based on the interviews with the volunteer mentors, volunteers and of the literature study there are some recommendations that can be made which organisations can keep in mind when managing nature and landscape management volunteers.

The number one important thing for an organisation in keeping its volunteers happy is good communication. Clear and complete communication, but also finding a good line between direct and indirect communication. Face to face communication is often appreciated by volunteers and it shows that the organisation cares and appreciates its volunteers. Showing appreciations in other ways also satisfies volunteers. But more importantly than spending money on a party or another way to show appreciation is first to make sure that the volunteers feel supported in their work and feel taken seriously. This is where not making promises that cannot be kept at all or in a timely and quickly responding to requests of volunteers is also important comes in.

Being clear in the communication from organisation to volunteer and not making empty promises also helps prevent disappointing volunteers by managing expectations. An organisation can't please everyone, but it can be clear about what the tasks are, what the organisation expects from its volunteers and what the volunteers can expect from the organisation. Giving a clear job description is an important step in fulfilling the motivations of volunteers, because volunteers often chose volunteer work that matches the motivations they have.

Supporting the volunteers is also very important. Making sure the volunteers can do their jobs efficiently. That they have the right tools for the job. If volunteers are doing jobs that they do not have the right tools for or if they feel this job is not something a volunteer should do they could feel taken advantage of. Giving volunteers some freedom in choosing task and being open to ideas of the volunteers in task they want to do can help with this.

It is also important for the organisation to be clear about its plans, goals and needs. Being clear about why an organisation makes certain choices and what the organisation is planning to achieve in the long term is important so that volunteers understands their place in the organisation. It can also be necessary sometime to let volunteers know the limitations of the organisations. Sometimes thing can't be achieved yet. Being honest with volunteers is preferable to making promises that cannot be kept.



Keep in mind that the volunteers are different, each group might prefer a different approach. Using the motivations of the volunteers as a guide and looking at the dimensions of satisfaction, volunteer mentors can talk with the different groups and decide which approach will lead to a high amount of satisfaction. Some groups might feel that they want a lot of guidance from the organisation others might prefer to work individually it is up to the mentor to be flexible in his or her approach and find the right fit.

## 8. EVALUATION AND REFLECTION

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Writing this research I have chosen to use a very descriptive style. This style was chosen because it was thought to best reflect the insider's perspective that was aimed to be achieved in this research. However writing in this style it has been hard to make the presentation of the results and discussion as clear and concise as perhaps a more structured approach could have done.

It was also hard to choose what information to focus on. In this research I gathered a lot of data, but not all of it could be presented. The focus of the research is on the volunteers, but the interviews with the mentors also gave some interesting information for which I could not find a proper place in this specific research. Further research into the insider's perspective of volunteer mentors could be yield very interesting and valuable results for the organisation.

Also I believe that at times the theoretical framework was not in depth enough to properly support the case study. In researching motivations a focus was put on studies that gave an overview of motivations instead of looking or studies on one specific motivation. This was the reason that the motivation health, which played a large role in this study, was not mentioned in the theoretical framework. If included before, more questions could have been asked about these motivations.

This research also touched on the difference between motivations people have to start volunteering and to continue volunteering. Because in the interview people were asked to think back to when they first started, people could have also been influence by all the experiences after this initial experience in answering the questions. The results might not have been the same if you would have asked the volunteers the same questions when they actually started. Because of this I was hesitant to make any hard statement surrounding this topic. However in further research it might be interesting to research volunteers for a longer period of time to measure how the motivations of volunteers actually change.

Finally, if I would write this thesis again I would opt for a more structured approach. It was hard to properly explain the interconnectedness of the different concepts and at times it might still be a bit vague. It was also hard to keep track of what was already said in this thesis and what was left out. It was a difficult process, but I learn a lot and in the future I hope to work in a different more structured fashion.

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## ANNEX

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### INTERVIEW GUIDE

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#### INTRODUCTION

The objective of this research is to expand our knowledge of volunteers in nature and landscape conservation in the Netherlands by investigating what volunteers expect and need from their volunteerism. This acquired knowledge can be used to improve the volunteer management of nature and landscape conservation organisations.

Through these interviews information, about the needs and expectations of volunteers in the sector of nature and landscape conservation in the Netherlands, will be gathered. Both interviews are semi-structured, which offers more freedom to the interviewer to go with the flow of the interview, but also provides a guideline to ensure that all questions that need to be asked, to gather enough information, are asked.

The first set of interview questions were for the volunteer mentors. The volunteer mentors were interviewed before the volunteers to get a better understanding on how the mentor coordinates his or her volunteers, what the role of the organisation is and to get some background information on the volunteer group that was interviewed after. The second set of interview questions were for the volunteers.

#### INTERVIEW VOLUNTEER MENTOR

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#### INTRODUCTION

This was the interview guide for the first interview with the volunteer mentors of the different nature areas. Though these interviews I hoped to get a better understanding on;

- How the mentor coordinates his or her volunteers,
- What the role of the organisation is,
- The background is of the volunteer group that was interviewed later on.

Also questions were asked to find out if the management of volunteers by SBB takes the different dimension that are important for the satisfaction of volunteers, as found in the literature study, into account. These dimensions, formulated by Galindo-Kuhn and Guzley (2001), are:

- Communication quality
  - adequate information flow
  - information clarity



- recognition and feedback
- Work assignment
- Participation efficacy
- Support
  - educational support
  - emotional support
- Group integration
  - With other volunteers
  - With the organisation

#### INTERVIEW QUESTIONS - VOLUNTEER MENTOR

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 The interview questions will be in Dutch, as this study was done in the Netherlands and the participants of the study were Dutch volunteer mentors.

#### ACHTERGROND INFORMATIE MENTOR

1. Zou u zich kort willen voorstellen?

- Functie binnen SBB?
  - Hoe lang vervult u deze functie al?
  - Binnen welk gebied werkt u?

2. Hoe lang bent u al een vrijwilligersmentor?

- Hoe werd u een vrijwilligersmentor?
  - Hoeveel vrijwilligers coördineert u?
  - Is er een maximum en/of minimum aantal vrijwilligers die u nodig heeft?

3. Wat houdt het coördineren van vrijwilligers allemaal in?

- Wat is u rol als mentor?
  - Wat vindt u het belangrijkste onderdeel van het coördineren?
  - Waarom?

4. Hoe vindt u nieuwe vrijwilligers?

- Via welk medium?
  - Moeten vrijwilligers nog aan bepaalde criteria voldoen?

5. Hoe is het proces van het opnemen van een nieuwe vrijwilliger(sgroep)?

- Wat vertelt u de vrijwilliger voordat hij of zij begint met het werk?
  - Wat moeten de vrijwilligers allemaal leren voordat ze aan de slag kunnen?

6. Op wat voor manieren heeft u contact met uw vrijwilligers?

- Welke medium?
- Hoe vaak is er contact?
- Om wat voor redenen heeft u contact met uw vrijwilligers?
- Wat gebeurt er in dat contact?

#### VRIJWILLIGERS BINNEN STAATSBOSBEHEER

7. Waarom maakt Staatsbosbeheer gebruik van vrijwilligers?

- Voor welke taken maakt SBB gebruik van vrijwilligers?
- Zijn vrijwilligers nodig om de doelen van SBB te bereiken?
- Zijn vrijwilligers belangrijker geworden ook mede door financiële redenen?
- Stelling: Vrijwilligers nemen werk weg van mensen die in dienst van SBB hadden kunnen zijn? Kun u zich daarin vinden?

8. Worden er door SBB richtlijnen voorgeschreven waar de vrijwilligersmentor aan moet voldoen ten opzichten van het coördineren van vrijwilligers?

- Wat voor richtlijnen?
- Waarom geen richtlijnen?
- Hoe behoudt de organisatie de kwaliteit van de vrijwilligerscoördinatie?

9. Biedt Staatsbosbeheer vormen van ondersteuning aan zijn vrijwilligers aan?

- Wat voor ondersteuning?
- Hoe lang moet een vrijwilliger vrijwilligerswerk doen voordat ze deze ondersteuning krijgen?
- Biedt u als mentor nog extra ondersteuning aan?
- Wat voor ondersteuning?

10. Hoe probeert SBB ervoor te zorgen dat zijn vrijwilligers tevreden zijn?

- Doet u als mentor nog iets extra's om de tevredenheid van uw vrijwilligers te waarborgen?

11. Hoe wordt er bepaald welke taken de vrijwilligers uitvoeren?

- Wie bepaalt dit?
- Kunnen de vrijwilligers mee beslissen welke taken ze uitvoeren?
- Wordt er rekening gehouden met de persoonlijke kennis die de vrijwilligers al bezitten?

**Ik heb gehoord dat SBB de manieren van het coördineren van vrijwilligers aan het veranderen is.**

13. Merkte u dat er problemen waren met hoe de vrijwilligers eerder gecoördineerd werden?

- ☐ Wat voor problemen?
- ☐ Zijn er al oplossingen voor deze problemen?
- ☐ Wat voor veranderingen staan er nog op de agenda?

#### DE VRIJWILLIGERSGROEP

14. Uit hoeveel vrijwilligers bestaat de groep?

15. Wat is de geschiedenis van de groep?

16. Hoe zijn de vrijwilligers betrokken geraakt bij de groep?

17. Krijgt u wel eens feedback van uw vrijwilligers?

- ☐ Wat voor feedback krijgt u dan?
- ☐ Stoppen er weleens mensen met het vrijwilligerswerk?
- ☐ Wat voor reden geven ze daarvoor op?

18. Geeft u ook weleens feedback aan uw vrijwilligers?

19. Wisselen vrijwilligers weleens van taken binnen de organisatie?

- ☐ Is dit mogelijk?
- ☐ Waarom wisselen ze?

20. Wat denkt u dat de belangrijkste reden is waarom uw mensen vrijwilligerswerk zijn gaan doen bij SBB?

21. Organiseren jullie nog andere activiteiten voor de vrijwilligers?

- ☐ Proberen jullie zo ook jullie waardering voor uw vrijwilligers te tonen?
- ☐ Worden de activiteiten door de organisatie of door de mentor georganiseerd?
- ☐ Is er financieel de ruimte om extra activiteiten te organiseren?

22. Bent u tevreden met de huidige manier van coördinatie van de vrijwilligers?

## INTERVIEW GUIDE – VOLUNTEERS

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### INTRODUCTION

These are the interview questions that were asked of the volunteer. The interviews were focussed on getting an insider's perspective on what it's like to be a volunteer for this organisation. As well as finding out what the motivations of the volunteers are for starting and continuing to volunteer for this organisation, what their needs and expectations are of the volunteer work and the organisation, and how volunteering in nature conservation and volunteering for this organisation specifically satisfies them.

The questions are based on the information gathered in the literature study and from the information provided by the volunteer mentors.

To find out the motivation of the volunteers, questions that are related to the different motivations that were given by nature volunteers in previous studies will be asked. These motivations are;

- General desire to care for the environment
- Attachment to a particular place
- Project organisation
- Volunteering in a nature based context
- Fun
- Social
- Learning and improving skills
- Altruism

These motivations were found by combining the motivations of nature volunteers found in the studies of Caissie and Halpenny (2003), Measham and Barnett (2007) and Bruyere and Rappe (2007).

The questions that are intended to measure the satisfaction of the volunteers are based on the dimensions of satisfaction by Galindo-Kuhn and Guzley (2001). These variables are;

- Communication quality
  - adequate information flow
  - information clarity
  - recognition and feedback
- Work assignment
- Participation efficacy
- Support
  - educational support

- emotional support
- Group integration
  - With other volunteers
  - With the organisation

## INTERVIEW QUESTIONS - VOLUNTEERS

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The interview questions will be in Dutch, as this study was done in the Netherlands and the participants of the study were Dutch volunteers.

### ACHTERGROND VRIJWILLIGER

1. Wat is uw leeftijd?
2. Hoe lang bent u al vrijwilliger bij deze groep?
3. Heeft u wel eens eerder vrijwilligerswerk gedaan?
4. Was dit ook voor een natuurorganisatie?

### BEGIN VAN VRIJWILLIGERSWERK

5. Kunt u me vertellen hoe u bent begonnen als vrijwilliger voor Staatsbosbeheer?

- Hoe heeft u gehoord dat er vrijwilligers nodig waren?
- Hoe verliep het eerst contact met SBB?
- Wat werd er u vertelt over uw taken als vrijwilliger?
- Wat werd er vertelt wat u van de organisatie (SBB) kon verwachten?
- Was alle informatie die u kreeg van de organisatie duidelijk?
- Was de informatie die u kreeg van de organisatie compleet?

6. Wat verwachten u van het vrijwilligerswerk voordat u begon?

- Waren de taken wat u ervan verwachten?
- Was de groep wat u ervan verwachten?
- Kwam de werkelijkheid van het vrijwilligerswerk overeen met de informatie die u van de organisatie te horen had gekregen?
- Als u terug kijkt had de organisatie duidelijker moeten zijn over wat het vrijwilligerswerk inhoud?

8. Waarom bent u dit vrijwilligerswerk gaan doen?

- Waren er nog andere redenen?

Gesloten vragen schaal 1-5 waarbij 1 Helemaal niet toepasselijk en 5 Heel toepasselijk

- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat ik kan werken in de natuur.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat ik kan helpen de natuur te behouden.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat ik aan de omgeving gehecht ben.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen om met deze organisatie te werken.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat het leerzaam is.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat ik kennis die ik al heb kan toepassen.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen om nieuwe mensen te ontmoeten.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat het me leuk leek.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk gaan doen omdat vrijwilligerswerk doen belangrijk voor mij is.  
☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**

## VERVOLG VRIJWILLIGERSWERK

### 10. Waarom ben u dit vrijwilligerswerk blijven doen?

- Waren er nog andere redenen?

Gesloten vragen schaal 1-5 waarbij 1 Helemaal niet toepasselijk en 5 Heel toepasselijk

- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat ik kan werken in de natuur.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat ik kan helpen de natuur te behouden.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat ik aan de omgeving gehecht ben.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen om met deze organisatie te werken.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat het leerzaam is.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat ik kennis die ik al heb kan toepassen.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen om samen te werken met de groep.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat het leuk is.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**
- ☐ Ik ben dit vrijwilligerswerk blijven doen omdat vrijwilligerswerk doen belangrijk is.
- ☐ **Helemaal niet toepasselijk** 1 2 3 4 5 **Heel toepasselijk**

### 11. Hoe vaak doet u vrijwilligerswerk bij deze groep?

- ☐ Zou u vaker vrijwilligerswerk willen doen?

### 12. Heeft u wel eens gedacht om te stoppen met het vrijwilligerswerk voor SBB?

- ☐ Waarom wel/niet?
- ☐ Heeft u wel eens van vrijwilligersfunctie willen veranderen?
- ☐ Heeft u wel eens gedacht om bij een ander natuurorganisatie vrijwilligerswerk te gaan doen?

13. Zijn er negatieve kanten aan het zijn van een vrijwilliger?

ORGANISATIE

14. Hoe vindt u dat het contact met de organisatie is?

- ☐ Vindt u dat de organisatie u van voldoende informatie voorziet?
- ☐ Vindt u de informatie duidelijk?

15. Geeft u wel eens feedback aan de mentor?

- ☐ Wat voor feedback?
- ☐ Waarom geeft u geen feedback?
- ☐ Voelt u dat er ruimte is om feedback te geven aan de vrijwilligersmentor?
- ☐ Krijgt u weleens feedback van de vrijwilligersmentor?

16. Wat vindt u van de taken die u als vrijwilliger in natuur en landschapsbescherming uitvoert?

- ☐ Zou u andere taken willen uitvoeren?
- ☐ Wat vindt u van de manier waarop wordt besloten welke taken de vrijwilligers uitvoeren?
- ☐ Heeft u zeggenschap over de taken die jullie uitvoeren?
- ☐ Zou u meer zeggenschap willen over welke taken jullie uitvoeren?

17. Wat vindt u van de stelling: Ik voel me gewaardeerd door de organisatie?

- ☐ Hoe laat SBB zijn waardering zien, volgens u?
- ☐ Wat vindt u van de extra's (**zoals de veldpost en de naar buiten**) die SBB aan zijn vrijwilligers aanbied?
- ☐ Zou u nog andere extra's willen ontvangen als vrijwilliger?

18. Wat vindt u van de stelling: ik voel me gesteund door de organisatie?

- ☐ Heeft als vrijwilliger ooit het gevoel dat u taken weg neemt van mensen die in dienst hadden kunnen zijn van SBB?

19. Vindt u dat uw vanuit de organisatie genoeg wordt opgeleid om uw taken als vrijwilligers uit te voeren?

- ☐ Zou u meer willen leren van de organisatie?
- ☐ Wat zou u willen leren?

20. Zou er meer gedaan moeten worden aan de veiligheid van vrijwilligers?

21. Naar uw mening wat zou er gedaan kunnen worden om het vrijwilligerswerk voor u te verbeteren?