Research Question:

Are the outcome goals of individuals who give their time freely as volunteers in credit unions aligned with the outcome goals of the credit union as an organisation?

Paul Reddin

National College of Ireland

Submission of Thesis to Norma Smurfit Library, National College of Ireland

Student name: _PAUL REDDIN_ Student number: _17118441_

School: _NATIONAL COLLEGE OF IRE_ Course: _MASTERS IN BUSINESS ADMIN._

Degree to be awarded: _MBA._

Title of Thesis: _ARE THE OUTCOME GOALS OF INDIVIDUALS WHO GIVE THEIR TIME FREELY AS VOLUNTEERS IN CREDIT UNIONS ALIGNED WITH THE OUTCOME GOALS OF THE CREDIT UNION AS AN ORGANISATION?_

One hard bound copy of your thesis will be lodged in the Norma Smurfit Library and will be available for consultation. The electronic copy will be accessible in TRAP (http://trap.ncirl.ie/), the National College of Ireland's Institutional Repository. In accordance with normal academic library practice all theses lodged in the National College of Ireland Institutional Repository (TRAP) are made available on open access.

I agree to a hard bound copy of my thesis being available for consultation in the library. I also agree to an electronic copy of my thesis being made publicly available on the National College of Ireland's Institutional Repository TRAP.

Signature of Candidate: _Paul Reddin_

For completion by the School:
The aforementioned thesis was received by_____ Date:_____

This signed form must be appended to all hard bound and electronic copies of your thesis submitted to your school

Submission of Thesis and Dissertation

National College of Ireland

Research Students Declaration Form

(Thesis/Author Declaration Form)

Name: _PAUL REDDIN_

Student Number: _1711 8441_

Degree for which thesis is submitted: _MBA._

Material submitted for award

(a) I declare that the work has been composed by myself.

(b) I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.

(c) My thesis will be included in electronic format in the College Institutional Repository TRAP (thesis reports and projects)

(d) *Either* *I declare that no material contained in the thesis has been used in any other submission for an academic award.

Or *I declare that the following material contained in the thesis formed part of a submission for the award of

_____ NO OTHER AWARD

(State the award and the awarding body and list the material below)

Signature of research student: _Paul Reddin_

Date: _31ST AUG 2019_

Dedication:

This dissertation is dedicated to my wife Martina Reddin and the

Volunteers, Staff and Board of Drumcondra and District Credit Union.

Acknowledgements

I would like to express my sincere gratitude to a number of people who made this dissertation possible. Firstly, I would like to thank Paul Collins (Volunteer Ireland), Pat Naughton (Drumcondra Credit Union) and David Matthews (Irish League of Credit Unions) all who contributed with their extensive knowledge and truly enriched this research.

I would also like to acknowledge with much appreciation all the enthusiastic volunteers and organisations who participated in my research.

Furthermore, I would to thank my colleagues and friends for being there and supporting me.

Special thanks to my supervisor David Hurley for all his encouragement, support and advice throughout the learning process of this dissertation and Keith Brittle (NCI Librarian) for his guidance.

I would like to make special mention to my three children, Craig, Chiara and Conor for putting up with me and helping with good argument and debate throughout.

Above all, I would like to thank my wife, Martina, for her encouragement and patience at all times.

Table of Contents

Chapter 1: Overview

1.1 Introduction

The role of the volunteer has received attention from academic researchers in this field for many years. The word volunteer first appeared in the 1,600's in France with reference to the military. The first non-military use of the word was recorded during the 1630's (Harper, Douglas 2010). However, the emerging character of the role suggests that research has been limited and many key areas remain insufficiently explored. Possible understanding of the motivation of volunteers to generate data the results of which may enable organisations in the voluntary sector to create more effective roles and experiences and drive recruitment represents one such critical area that remains underdeveloped.

This dissertation examines the potential of recruitment techniques to inform the effectiveness of volunteers and their selection of organisations who align their outcome goals effectively. In order to build a more cohesive understanding of a potential volunteering practice in the sector, possible applications of recruitment techniques to inform the potential volunteers, which are then determined and contrasted with areas for amendment and improvement to align with traits that volunteers exhibit. In this regard, the researcher unveils various findings that have not been addressed in previous academic literature. The research methodology undertaken is underpinned by a qualitative method research design which entails exploratory and descriptive components.

In-depth interviews as the first stage of research are utilised as qualitative data collection technique in order to receive detailed responses to complex issues revealing the correspondents logic and thinking process. The outcome of this endeavour is the presentation of several conceptual and contextual insights into the applicability of volunteering recruitment techniques to inform the effectiveness of the volunteering sector.

It can be argued that the motivational factors mentioned above are applicable to both the volunteer donating their time and to the members of that same organisation providing an opportunity for the volunteer to experience a value which they seek. The basis of this research proposal is focused on Irish credit unions specifically.

In the conclusion, it will be shown that the approach an organisation takes in its recruitment, maintenance, management and mindfulness of volunteers will reduce the challenge to recruitment and retention.

In addition, the placement of volunteers within the organisation at all levels enhances the experience of the volunteers and the organisation alike while at all times being mindful of increasing regulatory and legislative environments.

1.2 Justification for research

Although volunteering has received attention from academic researchers in the past including needs (Maslow), Motivation (Hertzberg) and beneficial outcomes (Vroom) few scientific volunteering studies have been published yet that adequately document in which way the volunteer selection and recruitment process can inform the various components or stages of a volunteers career. Indeed many academics readily recognise that the approach to recruitment of volunteers as an emerging discipline will continue to reveal specific new insights into unconscious and automatic processes that influence human behaviour more deeply in the future (Hubert and Kenning, 2008, p. 272).

Moreover, little literature exists regarding the adaptation of the work environment and culture in which volunteering takes place and studies investigating volunteer's perceived effectiveness have not been published at this point in time.

Even though the available literature has provided a solid foundation and exercised a direction in predominant thought, it is apparent that a gap in the literature exists to both ends. Thus, no particular framework is in place that clearly depicts weak points in employer/employee relationships for volunteers and volunteer organisations. By presenting a cohesive work that is strictly concerned with this relationship, this piece of research enriches existing academic works.

Volunteering, by its definition is an unpaid activity that involves "taking actions within an institutional framework that potentially provide some service to one or more other people or to the community at large" (Piliavin & Siegel, 2007, p. 454). In theory at least, volunteering should provide a "win-win-win" situation because each of the stakeholders derive benefits including society, the recipients of the volunteers' service and/or activity and by the providers of the volunteer service (Snyder, Omoto, & Lindsay, 2004). There has been much interest in the identification of motives that inspire people to volunteer.

Research into this area has been stimulated by the concept that matching motives to preferences is key to effective recruitment of new volunteers and in addition, that the better the fit between motivation and incentivisation for volunteers is important to their retention. (Clary, Snyder, & Ridge, 1992).

In addition, recent research has demonstrated that motives for volunteering can impact the health-related benefits derived from volunteering. For example, whereas volunteers with more other-oriented motives for volunteering experience a reduction in mortality risk compared to non-volunteers, volunteers with more self-oriented motives do not (Konrath, Fuhrel-Forbis, Lou, & Brown, 2012). In the present study, we examined the relationship between intrinsic and extrinsic motives and frequency of volunteering using a person-centered approach – latent profile analysis. The remainder of the introduction is devoted to (a) reviewing research on volunteer motivation, (b) person-centered versus variable-centered analysis, (c) hypotheses and (d) research questions.

The present research unveils a foundation that academics need to build upon by conducting studies that examine and scientifically prove the sphere of influence which the environment and culture of an organisation can exert on specific individuals who enter the volunteer world that have not been investigated in this regard yet.

Likewise, the present work investigates the understanding of volunteer's perceptions and identifies room for improvement on this subject. This implies demonstrating possible applications of understanding of the mind set of volunteers in order to generate data, the analysis of which may result in enabling employers in the volunteer sector to create more effective environment and drive volunteer motivation further.

For these reasons, the researcher states that this research proposal is very worthy of study as it reviews and criticises the fundamental relationship between credit unions (employers) and volunteers. Finally, the research literature will allow a position to be considered as to wither the relationship between volunteers and credit unions is mutually beneficial to both parties.

1.3 Research aims and objectives
In helping me achieve this I will need to review these questions in order to better understand more about the motivation and needs that drive people towards such ambitions.

To do this I will review three well established theories on motivation and see if these theories are still relevant today: Maslow, Hertzberg and Vroom.

I will identify the core principles behind each, compare their theories against each other and where there is difference of opinion I will identify it and explore it.

Finally, I will select the one which I deem the most relevant today, conduct my own qualitative research into this theory and using this qualitative research try to establish that it is consistent with my findings or not as the case may be.

1.4 Research question
For this investigation, the general research question is posed as follows:

Are the outcome goals of individuals who give their time freely as volunteers in credit unions aligned with the outcome goals of the credit union as an organisation?

1.5 Scope and limitations

1.5.1 Scope
This dissertation is mainly focused on the proposition of alignment of the outcome goals of volunteers and volunteering organisations in order to improve its attractiveness to the volunteers and indeed the employers of volunteer services.

This study also intends to identify key behaviours among the volunteers that could provide opportunities for recruiters of volunteers in the development of their participation and activity. Lastly the research aims to evaluate the strategies already put in place by volunteering organisations in order to improve the communication on this and the effectiveness of these initiatives. This study will not include any analysis on other industries other than credit unions and will only be concerned with the credit union movement in the Republic of Ireland.

1.5.2 Limitations
Hair, Bush & Ortinau, suggest that research limitations are considered as "those extraneous events that cause restrictions while conducting an investigation".

Thus, researchers should be aware of the limitations surrounding the research in order to avoid a high impact on the findings obtained from the investigation (Hair, Bush & Ortinau, 2003, p. 639). This research is not an exception and some limitations were faced.

Due to time limitations, as outlined by Easterby-Smith et al., it is appropriate to collect research data from a small number of subjects. It is also considered appropriate to apply the inductive approach as the most suitable for this research project (Easterby-Smith et al. 2008, cited in Saunders, Lewis and Thornhill 2012, pp. 146-147).

1.6 Dissertation Structure

The researcher attempted to make this dissertation as clear and comprehensible as possible in order to present the results of this study as efficiently as possible. To this end, the dissertation will be organised as follows;

Chapter 2 will present the existing literature on volunteerism both overseas and in the Republic of Ireland. It will consider volunteerism in terms of its academic scholarship and business implications, the motivational influences on volunteerism, the relevance of motivational theorists on volunteers and the management of expectations of individuals involved in volunteerism. The researcher will carry out an industry review to act as a backdrop to the subject, review different cultures, look at the ethics and professional challenges to the role of volunteers and organisations who recruit volunteers.

Chapter 3 will consider the research methodology used by the researcher. It will look closely at the approach used, the strategy deployed, the use of in-depth interviews, the data collections techniques and how the data was analysed.

In Chapter 4 the researcher will review the data methodology regarding collection of data. The researcher will discuss choice of research questions used, the ethical considerations and to what degree the exercise achieved its goals in terms of this dissertation.

Chapter 5 will assess the research in terms of its findings. What the volunteers thought about the roles provided by employers and what employers thought about the roles performed by volunteers and the associated motivational factors involved. Finally, in chapter 6, the researcher will look at the future and what is required to develop this dissertation by considering the limitations inherent in this review.

Chapter 2. Academic Review

2.1 Introduction

Saunders, Lewis and Thornhill (2012, p. 75) highlight that reviewing literature critically provides the foundation on which the research is built. A good literature review is comprehensive, critical and contextualised. Thus, it provides the reader with a theory base, a survey of published works that pertain to the investigation and an analysis of that work. The review helps to provide a critical and factual overview of what has gone before (Hofstee, 2006, p. 91).

2.2 Content of the Literature Review

This literature review is divided into two parts.

The first part of the review looks at and provides an overview of what drives individuals to give their time and effort towards a given cause. It looks in detail at the incentives behind such actions. It will reveal how different aspects our psychology determine the various levels of drive we experience. These psychological aspects break down into three broad categories; Needs, Motivation and expectancy. The review looks at the different psychologies of volunteers and employers of volunteers. The review incorporates insights on the most commonly used theories regarding drive and ambition as determined by Maslow, Hertzberg and Vroom. The review looks closely at potential professional challenges and ethical issues which the application of these theories may entail.

The second part of the literature review is an industrial review addressing the global national and local volunteer market. Both parts of the literature review flow into each other and provide evidence for the subsequent research question.

Hubert and Kenning describe decision-making as the evaluation of a situation and the subsequent choice of an adequate action (Hubert and Kenning. 2008, p. 286). With volunteerism, one could argue decision-making, evaluation and choice of action are the same neurologically speaking as the process by which consumers select a particular product.

2.3 Volunteerism

2.3.1 Volunteerism as an academic scholarship and business activity

Volunteering is perceived as important for creating social capital and civil society, and therefore has become a fundamental part of social policies across most Western countries. (Haski-Leventhal, D., Meijs, L. and Hustinx, L. 2010 p. 1).

This literature review looks at the needs, motivation and expectancy behind the decision to volunteer. According to Global Volunteering International (GVI), there are seventeen reasons to volunteer;

Physiological

It's good for your health and its' fun

Psychological

It delivers a real world experience. One can make a difference. One can give back to a cause one believes in. It can help empower another person. Become part of a bigger community. Gain a new perspective. New experiences change minds. Become inspired.

Educational

One learns new skills. Creates travel opportunities. Learn new languages

Business

It is good for your career. Room for advancement in sustainable goals as set by the UN. Make real connections. Opportunity to explore opportunities

(gvi.ie 2019)

2.3.2 Motivational influences in volunteerism

2.3.2.1 Application of volunteerism in an otherwise financially rewarding environment

As can be seen from the interview with volunteers further on in this review, the drive for volunteers come from a non-financial based motivation.

This is clarified in more detail in chapter 5, Research Findings and discussion. However, in summary, it would appear that the main motivators mentioned are rooted in the theories of Maslow regarding needs, Hertzberg regarding motivation and Vroom regarding expectancy.

2.3.3 Maslow's hierarchy of needs

Maslow provides us with a starting point for further examination of the different motivation theories. According to Maslow, people are needs driven. This is satisfied by achievement or acquisition of the need only to have the need replaced or superseded by another or higher need. Maslow proposes that there are five levels of needs people seek in order to satisfy all of their basic needs (Mullins 2007, 258).

Physiological;

The primary level is Physiological needs. These needs include food, water, shelter and clothing. Until these are met, Maslow proposes other or higher needs will not be sought.

As we will read later on, according to the feedback from volunteers, they rarely if ever require the need of physiology to be met by the actions of giving time and effort towards a cause or benefit. It is true to say however, that their actions might cause the physiology of others to be enhanced. For instance when donating time and effort to famine areas or situations where drought is critical or shelter is required following a devastating weather event.

Security;

The second lowest level is Security needs. In that level a person needs to feel secure in his/her family and in a society, and feel protected against violence. The need for safety is manifested with job security, savings and for insurances of health, mental health, old age and disability.

Feedback from volunteers suggests a feeling of security can be derived from the participation in a voluntary program involving other like-minded people towards an outcome goal benefitting someone other than oneself doe in fact provide a sense of security for the individual. This manifests itself in the development of confidence, acquiring new skills, reaching potential and friendships forming.

Love and Relationships;

After feeling secure, people need to feel that they receive and give love, they are appreciated and they have good friendships. Volunteering delivers on this in a big way. One of the most cited reasons for volunteering was the comradery experienced by individuals.

Esteem;

The fourth level is Esteem needs. It is the need to be unique with self-respect and to enjoy esteem from other individuals. People want to evaluate themselves highly and based on their achievement receive appreciation from other people.

Lack of these needs may cause inferiority, helplessness and weakness. Volunteers who are in the right organisation and doing the right work for them as individuals will experience esteem factors to some degree. The inevitability of this comes from the feedback from others and one's own self in terms of reaching a new level of achievement.

Self-actualisation;

The highest level of Maslow's hierarchy of needs is need of Self-actualization. The development of this need is based on the satisfaction at the other four lower levels. It refers to the need of self-fulfilment and to the tendency to become actualized in what a person has potentially. Volunteers can achieve self- actualisation through their working towards the benefit of others. According to Ann Olson (Psy.D) in her article, The Theory of Self-actualisation, posted August 2013, Dr. Olson states self-actualisation represents growth of an individual toward fulfilment of the highest needs - those for meaning in life, in particular.

Maslow does note that one level of needs doesn't have to be totally fulfilled before a person moves to the next level. The individual can be partly satisfied with one level and still seek for satisfaction at the next level. (Salanova & Kirmanen, 2010)

Fig 1: Maslow's Hierarchy of Needs.

https://expertprogrammanagement.com/2018/04/herzbergs-two-factor-theory/

2.3.4 Herzberg motivation/hygiene theory

Herzberg's motivation/hygiene theory is also known as the two-factor theory. Herzberg started the study of job satisfaction in the 1950's in Pittsburgh. The basis of Herzberg's work is in the Maslow's Hierarchy of Needs.

He started with the idea that what causes the job satisfaction are the opposite of those things that cause job dissatisfaction. However, after studying thousands of books he couldn't draw any guidelines. He conducted a survey where he asked participants to identify those things that made them feel positive with their job and those that made them feel negative. As a result Herzberg found out that what makes people happy is what they do or the way they're utilized and what makes people unhappy is the way they're treated. The role of the volunteer, as expressed by volunteers during interviews, concurs with this position. Volunteers state repeatedly that they stay because they feel respected, challenged by the work and a sense that they are respected and making a difference.

Things that make people satisfied at work are different from those that cause dissatisfaction so those two feelings can't be opposite. Based on these findings Herzberg created his theory of Motivators and Hygiene factors. Both factors can motivate workers but they work for different reasons. Hygiene factors tend to cause only short-term satisfaction to the workers while motivators most probably cause longer-term job satisfaction.

Motivators;

Motivators, or satisfiers, are those factors that cause feelings of satisfaction at work. These factors motivate by changing the nature of the work. They challenge a person to develop their talents and fulfil their potential. For example adding responsibility to volunteers work and providing learning opportunities to a volunteer to work at a higher level can lead to a positive performance growth in every task a volunteer is expected to do. Motivators are those that come from intrinsic feelings. In addition to responsibility and learning opportunities also recognition, achievement, advancement and growth are motivation factors as expressed through the interviews. These factors don't dissatisfy if they are not present but by giving value to these, satisfaction level of the volunteers is most probably going to grow (Bogardus 2007, 34). When hygiene factors are maintained, dissatisfaction can be avoided. When, on the other hand, dissatisfaction is most probable to occur, motivation can't take place.

Hygiene Factors;

Hygiene factors, or dissatisfiers, are those that the volunteer expects to be in good condition. As motivators are those that at present cause satisfaction, hygiene factors are those that don't cause satisfaction but if they are lacking, it causes job dissatisfaction.

Praise, promotion and recognition must be equivalent to that of other volunteers doing the same amount of work to the same level of delivery. The status of the volunteer must be recognised and maintained. Volunteers must feel that their job is as secured as it is possible in the current economic situation. The working conditions should be clean, sufficiently lit and safe in other ways. Policies and administrative practices such as workloads, dress code, privileges and other factors affect volunteer motivation and should be run efficiently. These factors relate to the content of the work and if they are in proper form, it tends to eliminate dissatisfaction. (Ellis 2005, 83). The main finding of Herzberg is that the opposite of satisfaction is not dissatisfaction but no satisfaction. (Salanova & Kirmanen, 2010)

Fig 2: https://expertprogrammanagement.com/2018/04/herzbergs-two-factor-theory/
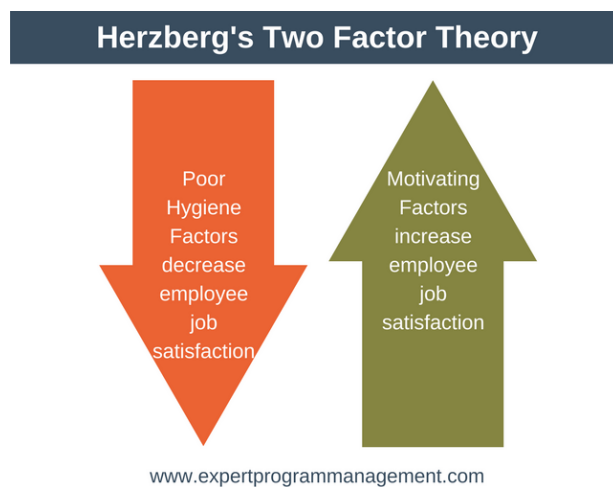
2.3.5 Vroom's expectancy theory

The concept of expectancy was originally formulated by Vroom and it stands for the probability that action or effort will lead to an outcome. The concept of expectancy was defined in more detail by Vroom as follows: "Where an individual chooses between alternatives which involve uncertain outcomes, it seems clear that his behaviour is affected not only by his preferences among these outcomes but also by the degree to which he believes these outcomes to be possible. Expectancy is defined as momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength.

Maximal strength is indicated by subjective certainty that the act will be followed by outcome, while minimal strength is indicated by the subjective certainty that the act will not be followed by the outcome." (Vroom, 1964).

According to Giles (1977), Employee reactions to the opportunity to participate in a job enrichment program were examined in relation to higher-order need satisfaction levels. It was found that employees whose higher-order needs were less satisfied were more likely to volunteer for job enrichment (Giles, W. pp.232-238). The implication for volunteers from this research is that individuals will donate time voluntarily in order to attain a sense of higher order in their work. This would suggest that financial reward is lower down in the order of needs of some individuals in certain circumstances.

Expectancy Theory

Expectancy	*	Instrumentality	*	Valence
Effort		Performance		Reward
Can I hit my targets if I work hard?		Will hitting my targets lead to rewards?		Do I find the rewards desirable?

Fig 3: Vroom's Expectancy Theory.

https://expertprogrammanagement.com/2018/10/expectancy-theory/

2.4 The Psychology of Contribution

The psychology of contribution and everyday leadership, or more commonly known as, the benefit mind set refers to a state of mind where individuals reflect personally distinguishable attitudes, beliefs and values, which influence one's ability to learn, lead, achieve and contribute. This mind set is a mutually supportive model for promoting wellbeing on both an individual and a collective levels. It builds upon Carol Dweck's Fixed and Growth Mind set theory, by including the collective context in which an individual resides. The benefit mind set describes everyday leaders who discover their strengths to make valuable contributions to causes that are greater than the self, leaders who believe in making a meaningful difference, positioning their actions within a purposeful context. Buchanan and Kern (2017) argue that creating cultures of contribution and everyday leadership could be one of the best points of leverage we have for simultaneously bringing out the best in people, organisations and the planet (Buchanan, A. and Kern, M. 2017. P.1).

In terms of volunteering, one could argue the contribution volunteers make and the difference this contribution has on others creates a state of wellbeing within the mind-set of the volunteer. This sense of wellbeing is in itself the reward one associates with actions undertaken and outcome goals realised.

2.5 Management of expectations

In keeping with then writings of Buchanan and Kern (2017), management of volunteers suggests an awareness of the needs, motivation and expectancy of the volunteers is essential. Good management of these aspects aligns management itself with both positive experiences and productive working relationships within the workspace.

2.6 Ethics, volunteerism and professional challenges

According to the Council for Certification in Volunteer Administration (2006) in America, Volunteer administration is the profession concerned with the study and practice of integrating volunteers effectively into an organization to enhance performance and results. It includes people who direct volunteer involvement as a full-time job, those who carry this responsibility in addition to other job duties, and those who serve in this role as volunteers themselves. Volunteer administration embraces both paid and unpaid leaders.

Managers of volunteer resources are leaders who mobilize citizens to create a social climate which makes the meeting of human needs possible, provide for the involvement of persons in the decision making process, contribute to creative and responsible social development and change, enhance and extend the work of employed persons in many fields and settings.

Those who mobilize, direct, and motivate volunteers must be committed to the following core ethics, citizenship and philanthropy, respect, responsibility, compassion and generosity, justice and fairness.

2.6.1 Trustworthiness

Administrators of volunteer programs should base their decision making on these six core ethical values if they are to maintain a program that is accessible to diverse groups, operates ethically with all stakeholders, strives for excellence, maintains trust, sustains a helping environment and is at low risk for legal actions against it.

2.7 Industry Review

2.7.1 International volunteering cultures

International volunteering has been heralded as the promotor of the way it changes and creates particular global understanding on the part of the volunteer, often alongside claims for enhancing development.

This serves as a departure from the older understanding of international volunteering as a means to serve and support the poor. Modern international volunteering welcomes diversity and such diversities are increasingly promoted, evaluated and understood in terms of CV enhancement, skills development (Jones, 2008, 2011). They are also cast in terms of corporate, cosmopolitan, environmental and global citizenships (Baillie Smith and Laurie, 2011; Lorimer, 2010; Rovisco, 2009). The capacity of international volunteering to promote global peace, international understanding and civic engagement (Palacios, 2010; Sherradan et al., 2008, p. 396) and ability to foster social inclusion post 911 (Lewis, 2006) are also seen as core elements of the sector's wider contribution to society.

2.7.2 The western culture towards volunteerism

In the former communist countries where obligatory volunteer work existed, the voluntary element is now particularly emphasised (Govaart et al. 2001: p.261). But the historical loading of the term still has a negative effect on willingness to get involved. The terminology and connotations of volunteering differ between countries. The traditional German perspective of volunteering as 'honorary work' (Ehrenamt), for instance, still lives on in the writings of a parliamentary commission about 'Civic Engagement'. According to the Enquete-Kommission (2002. P. 99), voluntary activities are necessary for the political community. Russia, Ukraine and Lithuania have the lowest volunteering rates in the European geographical region. This was due to the adverse effects of communism on the role of the volunteer up to 1990 (Dekker, P., and Halman, L. p.137)

2.7.3 The Irish culture towards volunteerism

During the post celtic tiger period, both volunteers and volunteer organisations were under financial pressures, but persistence and dedication ensured government policy refocused its efforts in more recent years, providing additional funding and support for community and volunteer involving organisations. A somewhat reenergised volunteer sector was evident in the Commissioning for Communities report commissioned by Clann Credo, the Community

Foundation for Ireland and The Wheel in 2016. This provided evidence from over 560,000 people volunteering their time every year in Ireland's 11,500 community and voluntary organisations. Additionally, funding has been allocated from the Department of Community and Rural Development to fund Volunteer Ireland, a national volunteer development agency and a support body for all local volunteer centres and volunteering information services in Ireland (Farrell, 2018 p.1).

Chapter 3: Research methodology

3.1 Introduction

According to Saunders, Lewis & Thornhill, research has a number of characteristics. Data is collected systematically, interpreted systematically and finally there is a clear purpose to find things out.

They propose that research is something that people do in order to find things out in a systematic way. In doing so, researchers can increase their knowledge (Saunders, Lewis & Thornhill, 2009, p.5).

On the other hand, Ghauri & Grønhaug suggest that research is based on logical relationships and not just beliefs (Ghauri & Grønhaug 2005). Because of this, this research will involve an explanation of the methods used to collect the data, will argue why the results obtained are meaningful, and will explain any limitations that are associated with them.

There is a suggestion that by finding things out there are a number of possible options or purposes for this research. These include describing, explaining, understanding, criticising and analysing (Ghauri and Grønhaug, 2005). However, the researcher also has a clear purpose and a listing of things that need to be discovered, such as the answers to a number of questions surrounding the chosen topic.

Blumberg, Cooper & Schindler, suggest that the importance of a clear methodological framework to any research is crucial since it provides the researcher with ideas, instruments and models to obtain the knowledge and skills necessary to answer the research question (Blumberg, Cooper & Schindler, 2011, p.4).

The main purpose of this research is to describe to what extent analysis of available information can inform to what degree the outcome goals of volunteers and the outcome goals of organisations who utilise volunteers are aligned. This chapter will cover the methodology used regarding information gathering, sample selection, data collection methods, the ethical issues which are to be considered and finally the limitations on the research.

3.2 Proposed methodology and its structure

The aim of the research is to demonstrate using a qualitative research method, to what degree the outcome goals of volunteers and the outcome goals of organisations who utilise volunteers are aligned. In approaching this study, the researcher used the Saunders et al model the research *"Onion"*, to ensure a structure was formally applied and this model informs the road map for the research being undertaken:
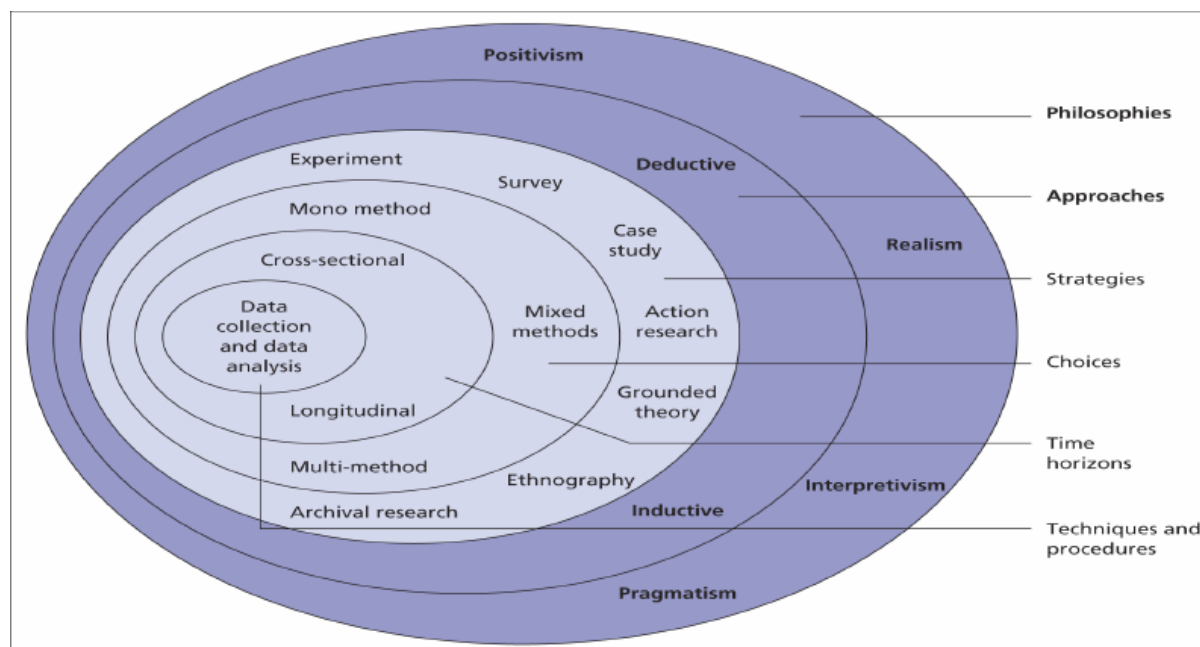
Fig 4: The Research "Onion" (Saunders, Lewis & Thornhill, 2009, p. 138)

The outermost layers of the model outline the thinking about philosophies and approaches to research. The middle layers reflect the need to consider research strategies, the research context, questions to be addressed and the most suitable method. Data collection methods, analysis are reflected in the centre of the "*Onion*".

3.3 Research philosophy

Choosing the research onion as proposed by Saunders et al, as an appropriate qualitative method for addressing my research questions, caused the researcher to explore their understanding of how one perceives themselves in relation to other people, the researcher's ontology. The research also reflected on how one perceives knowledge, the researcher's epistemology.

The term research philosophy according to Saunders et al refers to the development of knowledge and the nature of that knowledge in relation to the research being addressed.

Saunders et al, outline three different ways of considering research philosophies namely ontology, epistemology and axiology. These three concepts, they suggest, influence the researcher's choices and approaches to the research process (Saunders et al, 2012, p.128).

3.3.4 Choice of research philosophy

In choosing a research philosophy it is important that the researcher is capable or reflecting on the philosophical choices made and defend them in relation to the alternative choices the researcher elected to discard (Johnson and Clark 2006, cited in Saunders et al, 2012 p.128).

Maylor & Blackmon suggest that there are a number of different ways of defining the term since the emphasis given by the researcher leads to differing definitions depending on the individual ideology and the research question that the researcher is seeking to answer (Maylor & Blackmon 2005, pp. 155-156).

The researcher's understanding of one's ontological and epistemological stances greatly influenced the researcher's rationale for choosing to conduct the research study through Interpretivism as their research philosophy as it is considered the most appropriate to the subject matter in question. According to Blumberg, Cooper & Schindler, the three different positions with regard to ontology, epistemology and axiology are reflected in different research philosophies, in particular positivism and interpretivism are the most notable additional philosophy realisms (Blumberg, Cooper & Schindler (2011, pp. 16-18). The selection of a key paradigms in the first layer of the onion underpins the research strategy employed and methods used as part of this strategy. With interpretivism, the researcher can focus more on the humanities of the individuals and ponder the question why do people volunteer and why do employers provide platforms for volunteerism to take place?

When compared to other methodologies such as realism for instance, where real time observations of the intangibilies of volunteerism such as altruistic traits would make it unsuitable as a methodology. When one considers positivism, testing of the hypothesis or even attempting to recreate the environment and same set of circumstances which would allow for testing, would prove too difficult.

Finally, the researcher did not chose pragmatism. This is because there is little or no presence of any pragmatic decision making observed in the behaviour of the volunteers insofar as, there is no pragmatic actions which can be observed from the subscribing to a selfless action or a belief.

3.4 Research approach

3.4.1 Introduction
Emphasis is placed on the importance of the chosen research approach being consistent with the posed research question. Furthermore, the choice of the research approach limits the appropriate research methods (Maylor and Blackmon 2005, p. 149).

3.4.2 Inductive or deductive as an approach
In light of this the researcher has considered both inductive and deductive reasoning in consideration of the research approach. Deduction is regarded as a research approach which involves the testing of a theory or hypothesis by using a research strategy specific to the purpose for which it is being tested (Saunders & Lewis 2012, p. 108). The implication being positive testing leads to proof of the theory. It would appear reasonable to say therefore that deduction is based on logic and not depending on observation or experience (Blumberg, Cooper & Schindler, 2011, p. 21).

Induction on the other hand, is based on empirical evidence which involves the development of theory as a result of analysing research data which was already collected (Ghauri & Grønhaug, 2005, p. 15). When compared, induction is not considered as robust as deduction when it comes to causation and conclusions.

3.4.3 Justification of approach
Notwithstanding this consideration, induction was selected as the methodology to be applied given the nature of the topic being researched and the manner in which the research data was collected. Since an inductive approach looks more closely at the context in which events are taking place, a smaller number of participants is considered more acceptable than a large number (Saunders et al, 2012, p.146).

3.5 Research strategy

3.5.1 Introduction
The research strategy is led by the research question. The question in this case is as outlined in section 1.1 above namely, are the outcome goals of individuals who give their time freely as volunteers in credit unions aligned with the outcome goals of the credit union as an organisation?

3.5.2 Use of in-depth Interviews

The researcher wanted to compare current thinking against the existing theory about need, motivation and expectancy. In order to do this the researcher invited a cohort of stakeholders involved in the credit union sector to participate in an in-depth interview. The structure of the interview was to select five questions relating to Maslow's hierarchy of needs, five questions relating to Hertzberg's two factor motivational model and five questions relating to Vroom's expectancy theory. The questions are designed to elicit the need, motivation and expectancy of volunteers and voluntary organisations by applying the same scenarios to both groups. A similar study was conducted by Elana Mihai in 2014 *entitled The Motivation of Romanian Volunteers: values and implications*. She concluded with eight outcomes that organisations should consider when recruiting volunteers including; evaluation, goal orientation, recognition of personal values, encourage creative thinking, provide learning and education, build professional development, make sure they are well resourced and create a positive climate. (Mihai, E. 2014 p.620)

3.5.3. Justification of strategy

As Hargreaves suggests,

"There are certain benefits derived from using in-depth interviews. They allow for exploring subjective or personal experiences and opinions of individuals.

They allow the researcher to go 'off topic' and probe new and unexpected areas of interest. They allow for a flexible and interpretative approach to data collection. They can help to refine ideas if your research questions are still vague and unspecified" (Hargreaves, Slide 17). The researcher opted for face-to-face interviews (Interviews – Non-standardised – One to one – Face-to-face interviews)
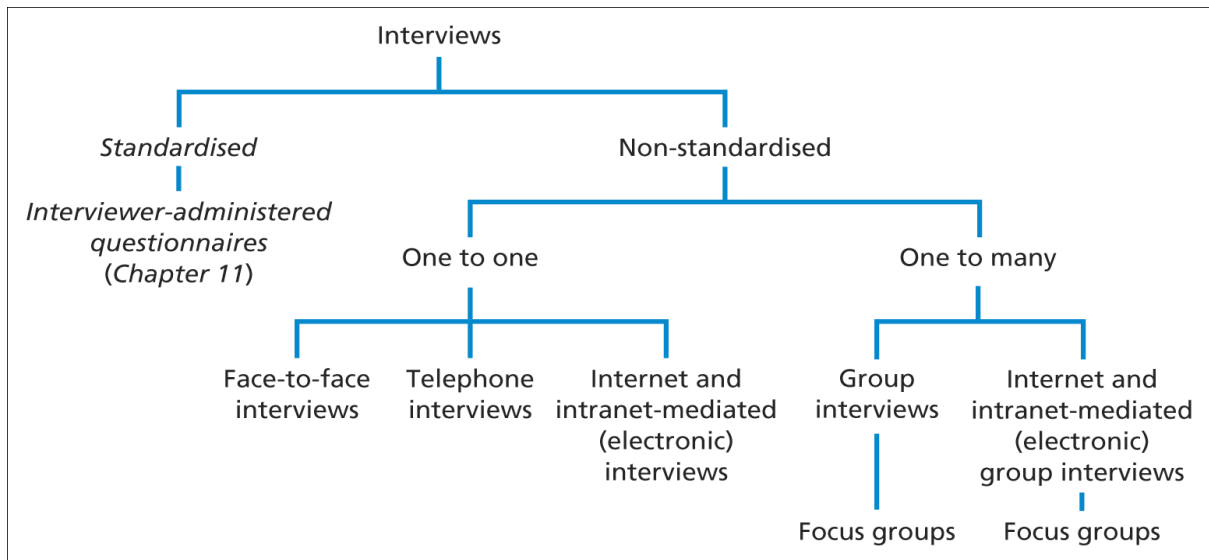
Fig 5: (Saunders et al, 2009. p.375)

After a careful selection process involving participants' experience, availability and willingness, five volunteers and five employers of volunteers were chosen to take part in the interviews. All were asked the same questions but from their own unique perspective as either a volunteer or an employer. The information received back was then analysed. The outcomes are discussed in future chapters of this dissertation. The strategy can be justified from a number of positions. Firstly, the participants were carefully selected to ensure consistency in experience. Then the questions were carefully selected following a testing process whereby only the questions that gave the most insight into the mind-set of the individual were selected. Finally, a value was added to the answers given and a rationale for this score or value has been provided in the appendices.

The answers will then be mapped to matrix allowing for Interpretation by the researcher of the relevance or otherwise of the theories and the degree to which volunteers and employers outcome goals were aligned.

3.6 Research choice

As previously stated, the researcher has opted for qualitative research methods by only using in-depth interviews as the primary research methodology. This is the only source of research being used and therefore there is no mixed methodologies. The reason for this is due to the nature of the research question which looks at the emotion of volunteering and the deeply personal choices people make when considering this choice in light of personal need, motivation and reward systems.

3.7 Data collection

When collecting the data, two variables need to be considered; validity and reliability. Both need to be at a high level of credibility to establish a high quality research methodology. Blumberg et. al, suggest that the term validity refers to the extent to which a data collection method accurately measures what it was intended to measure and it refers to the research findings being really about what they profess to be about (Blumberg, Cooper & Schindler, 2008, p. 344). They further suggest that reliable research must ensure consistency in the findings.

There are a number of threats to this validity. This includes the effect the interview has on the interviewee. For example, some people are better at answering questions in an interview than others. Also people can hold a bias towards one position then another. There needs to be an ability to identify and control these influences (Saunders and Lewis, 2012, p. 127).

3.7.1 Secondary data collection

Secondary research refers to that sort of data which has already been collected and used by others for their own research projects or commercial purposes. Maylor & Blackmon propose that using this kind of data saves time and cost since the data is already available and own research does not have to be conducted to obtain information (Maylor & Blackmon, 2005 p. 125).

It is also worth bearing in mind that since it was not collected with the researcher's specific research problem in mind, secondary data should be used with caution and should be tested to fit the requirements for the individual research (Blumberg, Cooper and Schindler, 2011, pp. 236-237).

Finally, secondary data can be classified into three main sub-groups including documentary, survey-based and those compiled from multiple sources. The researcher accessed a number of sources for the construction of the literature review using secondary data collection methods. This includes academic papers, journals, web reports, corporate annual reports and various newspaper articles.

3.8 Qualitative data primary collection

3.8.1 Justification of Chosen Methodology

Ghauri & Grønhaug believe that a high level of significance and in-depth data is unlikely to be obtained in focus groups since it is not possible to concentrate solely on an interesting and knowledgeable individual (Ghauri & Grønhaug, 2005, p. 114).

The choice of a research strategy should be guided by the research question and the objectives. Furthermore, resources available as well as access to participants and other data sources should be considered when choosing a research methodology. As shown in Fig: 4, the strategy layer of the research "*Onion*" shows a number of strategies: experiment, survey, archival research, case study, ethnography, action research, grounded theory and narrative inquiry.

There are three different natures of research which are exploratory, descriptive and explanatory studies as outlined by Saunders & Lewis;

Exploratory study: Discovery-oriented research that aims at seeking new insights, asking new questions in order to develop a fuller understanding of an issue or situation (Hair et al., 2005, pp. 57-58);

Descriptive study: Experience and performance related research designed to produce an accurate representation;

Explanatory study: Cause-oriented research that focuses on studying a situation or a problem in order to explain the relationship between variables (Saunders & Lewis, 2012, p. 113).

Both exploratory and descriptive research will be used for the purpose of this dissertation. Exploratory research allowed the researcher to ask open-ended questions in order to gain more insights on the outcome goals of volunteers and employers of volunteers.

Descriptive research will be used as a support to the exploratory research, through the addition of experience and performance related research.

3.8.2 Structure of interviews

Appropriate formulating of three types of interview questions is considered as crucial to achieve success in in-depth interviews. They are open questions, probing questions and closed or specific questions (Saunders, et al., 2012, p. 391).

The researcher will use mainly open questions in the qualitative primary research approach since this type of question allows for a wider number of possible answers. Furthermore, a particular research strategy may be associated with particular previously mentioned research philosophies as well as with a deductive or inductive approach (Ely et al. 2003, p. 66, as referenced by Saunders, et al. 2012, p. 173).

3.8.3. Justification of strategy

The researcher wants to compare current thinking against the existing theory about need, motivation and expectancy. In order to do this the researcher will invite a cohort of stakeholders involved in the credit union sector to participate in an in-depth interview. The structure of the interview includes the selection of five questions relating to Maslow's hierarchy of needs, five questions relating to Hertzberg's two factor motivational model and five questions relating to Vroom's expectancy theory. The questions are designed to test the need, motivation and expectancy of volunteers and voluntary organisations by applying the same scenarios to both groups.

> "There are certain benefits derived from using in-depth interviews. They allow for exploring subjective or personal experiences and opinions of individuals. They allow the researcher to go 'off topic' and probe new and unexpected areas of interest. They allow for a flexible and interpretative approach to data collection. They can help to refine ideas if your research questions are still vague and unspecified" (Hargreaves, S. Slide 17).

3.9 Population

3.9.1 Overview and selection process of Population Sample

Out of twenty possible applicants, ten will be selected for in-depth interviews. Again, after a careful selection process based on and involving participants' experience, availability and willingness, five volunteers and five employers of volunteers will be chosen to take part in the interviews. The researcher wants to ascertain if the approach to the five questions regarding the theories of Maslow, Hertzberg and Vroom shared similar responses in terms of outcome goals for volunteers and employers of volunteers specifically in terms of their needs, their motivation and their expectations.

3.10 – Analysing qualitative data

3.10.1 How the data was analysed

Ghauri & Grønhaug purpose that the main difference between qualitative and quantitative research does not concern the actual "*quality*" of data but the findings which in qualitative research are not reached by procedures of quantification such as statistical methods (Ghauri & Grønhaug. 2005, p. 109). As detailed by Corti, Van Den Eynden, Bishop & Woollard, in order to prepare the data for analysis, the interviews will be audio-recorded and subsequently transcribed which is a process of reproducing a written version using the actual words (Corti, Van den Eynden, Bishop, and Woollard. 2014. p. 63).

3.10.2 How the data was managed

The researcher considers the above techniques to be appropriate as it allows for little or no margin of error due to the specific nature of the recordings. In addition, the interviewees will be afforded the opportunity to read over the transcripts prior to publication and address any inaccuracies contained within the text. The application of ethical standards will ensure that no one will be harmed or suffer adverse consequences from the research activities. There will be no violation of non-disclosure agreements, breaking participant confidentiality, misrepresenting results or deception of participants.

3.11 Ethical issues

3.11.1 Introduction

In considering ethical research, the researcher also reviewed cases where the research was unethical. These cases included the following well documented cases;

Facebook/Cambridge Analytica (2016). This case was where personal information on up to 50 million users was collected and shared without their consent. The information was used to influence the 2016 USA presidential campaign.

3.11.2 Considerations

As with all business, parties involved in research are required to exhibit ethical behaviour. Ethics are defined as norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others.

The objective of applying ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. By and large this objective is achieved. However, it can happen from time to time that unethical behaviour can occur. According to Cooper & Shindler, violating non-disclosure agreements, breaking participant confidentiality, misrepresenting results, deceiving people, using invoicing irregularities and avoiding legal liability are just some examples (Cooper & Shindler. 2012, p. 28).

Ghauri & Grønhaug, state that research ethics refers to the moral principles and values that influence the way researchers conduct their research activities without causing actual or potential harm of any kind to anybody (Ghauri & Grønhaug, 2005, pp. 19-29).

In carrying out this research, particular attention will be paid to an ethical code of conduct. This allows an avoidance of arising ethical issues throughout the research stages. All information and data will be obtained by conducting in-depth interviews and only used for the purpose of this dissertation. Demonstrations of integrity and objectivity will be provided at all stages and the privacy of all parties involved was respected.

The participation in qualitative aspects of this research is voluntary and participants will have the right to withdraw at any stage. Participants will be also afforded the right to view the transcript and correct any inaccuracies. Finally, an undertaking will be given to have the material provided, held securely and disposed of in a timely manner, after it is deemed no longer required for assessment purposes.

3.11.3 Codes of conduct

The Irish League of Credit Unions (ILCU) state;

> "Confidentiality applies to all information obtained from participants and those with whom the credit union does business and from those within the credit union. All such information may only be used for the purpose for which it is intended in the course of credit union business and must not be used for the personal benefit of any individual(s)". (Irish League of Credit Unions Code of Conduct. 2018. P. 4)

In the preparation and execution of these in-depth interviews, the researcher adhered to a number of codes of conduct; Irish League of Credit Unions Code of Conduct, National College of Ireland Codes of Conduct and Drumcondra & District Credit Union Code of Conduct, thereby ensuring that the highest levels of ethics are upheld at all times.

3.12 Limitations to the research

Hair, Bush & Ortinau, suggest that research limitations are considered as "*those extraneous events that cause restrictions while conducting an investigation*". Thus, researchers should be aware of the limitations surrounding the research in order to avoid a high impact on the findings obtained from the investigation (Hair, Bush & Ortinau, 2003, p. 639). This research is not an exception and some limitations were faced.

Due to time limitations, as outlined Easterby-Smith et al., it is appropriate to collect research data from a small number of subjects. It is also considered appropriate to apply the inductive approach as the most suitable for this research project (Easterby-Smith et al. 2008, cited in Saunders, Lewis and Thornhill 2012, pp. 146-147).

3.13 Time horizons

The research was carried out in a cross-sectional time horizon as the study focuses on a single moment in time and not over a longer period where trends and changes to the attitudes and philosophies of the subjects might be observed.

Chapter 4: Collection, analysis and implementation cycle

4.1 Introduction

Chapter four sets the scene for the inductive research enquiry as I endeavour to address my research question;

How to measure the alignment of the outcome goals of volunteers in credit unions with the outcome goals of employers of volunteers in credit unions?

A descriptive qualitative design has been chosen for this particular research study. It proposes to explore the experiences of volunteers and employers in relation to needs, motivation and expectation. This research places the researcher at the core of the enquiry. Data is collected at all stages of the process, reflected on, reviewed and improved and so the cycle commences again. Therefore the reflective log becomes part of the data being collected along with the contributions of the participants and any claims made are tentative at best and relevant to the data collection environment.

4.2 Data collection procedures

The aim of data collection is to generate data that is of unique quality. Having considered other qualitative methods, the strategy chosen for this study is in-depth interviews, which will be presented with established frameworks for consideration (see appendices 2-8). The participants will test the framework as supportive tools to their pedagogical practice and provide feedback. This data will be analysed as a cycle of my research study.

Interviews are a common method of data collection, whereas a semi-structured interview approach will afford me the opportunity to pose open-ended questions and thereby encourage the participants to talk freely about their experiences. Face to face interviews are useful for obtaining more detailed or personal information from each respondent.

Cycle two will involve the collection of data during semi-structured interviews with open-ended questions. These interviews will take place on a one to one basis. Davies (2007) maintains that the researcher must be able to engage with the interviewees in a setting that is relaxed and familiar to them, free from distractions and conducive to a conversation. This will allow the participant to talk freely. The homes of participants will be used as a first choice venue however, should this prove problematic, my own home will be used and participants will be invited to attend at a mutually agreeable time.

Davies (2007) also maintains that interviews which are recorded are common in qualitative research to enable the researcher to engage with and pay attention to the participant and any non-verbal behaviour. The audio recording assists with the production of verbatim accounts of the participants' responses and facilitates easy production of transcripts for analysis. The length of each interview will depend on each participant but it is the intention that each interview will be scheduled for thirty minutes. Each participant was provided with an introductory letter.

Figure 2 – Letter of introduction

Letter to participants for interview

From: Paul Reddin

To: Participants

Date: 21st June 2019

Subject: Interviews

My name is Paul Reddin and I am currently undertaking a dissertation relating to motivational factors in voluntary organisations for submission as part of an MBA in volunteerism with National College of Ireland. This research project has been approved by the National College of Ireland Ethics Committee.

To assist in the completion of my dissertation I am seeking your further assistance in gathering relevant data. On completion of the dissertation, I will be proposing a framework of motivational strategies as a support volunteers and employers of volunteers in the credit union and voluntary sector.

I intend to interview volunteers and employers with a view to obtaining critical feedback regarding needs, motivation and expectancy. This data will inform and influence an improved framework to serve as a tool for the next generation of volunteers. I would be most grateful if you would volunteer to attend an interview with me about needs, motivation and expectancy strategies.

Confidentiality: Interview notes will be logged using reference numbers only. There is no need to provide your name but it would be useful. No specific information on any individual will be stored or passed to any third parties.

All information will be confidential and stored on my computer which is password protected and destroyed when there is no longer a need for it. Your information about motivation will remain confidential and every effort will be made to preserve anonymity. Information will not be provided to third parties.

If you take part you will be welcome to a copy of my findings and conclusions. There is no obligation for any person to participate, however I would be extremely grateful if you could assist me.

Thank you in advance for taking the time to read and review this document.

Paul Reddin

4.3 Interview questions

The interview questions contain a list of open-ended questions which have been derived from the aims and objectives of the study.

Table 1 – In-depth Interviews

Interview 1: With XXXXX (XX) – Volunteer:

Background to Interview with XX. XX is a volunteer in a community credit union. She is also a member of the Credit lending committee which review board policy on lending as well as consider certain loan applications. It is a medium sized credit union with assets of €50 million. The Credit Union is a not-for-profit organisation in West Dublin.

The first part of the interview will be surrounding the fulfilment of needs as described by Maslow.

Q1. Why do you volunteer?

Q2. How important is the volunteering work that you do to you?

Q3. What personal needs of yours are being met by volunteering your time?

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

The second part of the interview will be surrounding motivational factors as described by Hertzberg.

Q6. What motivates you as a volunteer?

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

Q9. Can you please prioritise them in order of importance?

Q10. How do you justify the effort you put into the organisation?

The final part of the interview will be surrounding expectancy (or expectations) as described by Vroom.

Q11. Do you understand the value you add to the organisation?

Q12. In your opinion does the organisation understand this value as well?

Q13. What is your expectation of return for your time invested in volunteering?

Q14. Is the effort equal to the return in your opinion?

Q15. Has this balance between input and output ever being out of balance for you and if so, what steps did you take to address this imbalance?

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the current volunteer needs, motivations and expectations.

Thank you.

Paul Reddin.

4.4 Data collection

Data analysis is conducted to analyse, record, organise and give meaning to the research data collected. The principles of the General Data Protection Regulations (GDPR) of 2018 will be adhered to. Initials rather than names will be assigned to each participant to reduce the risk of identification and/or association in the event that personal or sensitive data is lost.

All collected data will be stored in a locked cabinet which can only be accessed by me. This storage will remain in place for the requisite time of one to five years as this is in keeping with the recommendations of GDPR 2018. After this time all electronic data will be overwritten and all manual data will be shredded. Participants will be assured that the data generated will not be used for any other purpose other than research for my dissertation.

My research involved analyse of data throughout the cycles and therefore does not require a special method of analysis, however as a method of developing meaningful findings and conclusions, I have reviewed the literature of Braun and Clarke (2012) relevant to thematic analysis. They suggest that this *"is a way of identifying what is common to the way a topic is talked or written about and of making sense of those commonalities". They also advocate that the researcher "works with a full transcript while doing the analysis" (*p. 57), and for this reason, I have completed verbatim transcripts of all ten interviews (appendices; p.56-93). A theme they suggest captures something important in the data in relation to the research question" (p.9).

4.5 Ethical considerations

From the outset of the research, ethics have been of importance to me. Permission was sought from the Directors of credit unions on an individual basis. Permission letters were issued to each participant and contained a brief statement of my ethics, ensuring their right to withdraw from the research at any time, to check data and make final reports available before submission. The ethics statement also committed to protecting the anonymity of participants. This, I suggest, is crucial where people may be encouraged to voice opinion, observations or criticisms of the current situation in the credit union volunteering sector.

In all of my work I am guided by the code of ethics provided by the Boards' policy on such matters, the ILCU code of conduct and the NCIRL ethics guidelines.

Cohen et al, (2000) propose that in conducting research there is an onus on the researcher to *"strike the balance between the demands placed on them as professional scientists in pursuit of the truth, and their subjects' rights and values potentially threatened by the research"* (p. 49). All voluntary participants will be guaranteed complete anonymity, confidentiality and privacy. They will be entitled to withdraw from the process at any stage. At all stages throughout the study, the development of my work will remain visible and open to suggestions from others.

4.6 Implementation plan for discussing the research

I begin by setting the scene for the needs, motivations and expectancy of volunteers and employers alike. I then compare the results so that outcome goal alignment or otherwise can be reviewed.

I then set the scene for the theorists and the articulating the values that underpin my research. I explain how these values have come to act as a basis for assessing the needs, motivations and expectations of volunteers and employers alike when compared to the theories in order to assess any current relevance.

4.7 Interview research results

Volunteer motivation has been of interest to me over many years and as such I had already initiated various initiatives including setting up a volunteer recruitment program since 2004 which provides opportunities for the members of our community to participate in schemes of work which in turn deliver rewards to both parties.

According to Maslow, institutional volunteerism has been structured on fairly level and static assumptions about individuals' motivations for volunteering. Taking Maslow's Hierarchy of Human Needs as a paradigm, (see Fig: 1) most appeals to volunteers are directed at their needs for safety, love and esteem; and the reward system of volunteers is largely geared to the satisfaction of these needs. Granting the basic survival needs are generally not relevant to volunteerism. (Knowles, S. 1972 p. 1).

"There are many reasons to volunteer. Both mental and physical reasons. These differ for every person. For me personally it is the having a reason to get out of the house. Meeting new people. Learning to work in a different environment as a career path change and learning to deal with all the challenges that come with it both work related, people related and self-related challenges. Self-development is a great part of why I volunteer. Learning new skills and learning how to overcome many challenges that can occur at work and in life. Feeling like I am useful and the potential to assist in making a change in some people's lives." (Interviewee 7).

With regard to employers, Emely Hill in her 2016 dissertation regarding volunteer motivation when participating in public events found that the key findings from her interviews suggested event organisers are aware that incentives are substantial in attracting potential volunteers, and conscious of the importance volunteer participation in the successful execution of the event. The knowledge of this information therefore improves the motivation of volunteers within the event because this motivation can be satisfied once it has been recognised (Hill, 2016. P.67).

"Different people are motivated by different things. As the position offered and filled is a voluntary role from the start, the people who apply have already made that decision. It is our responsibility to respect that decision and to quickly identify their non-financial needs and provide them with those needs where possible" (Employer Interviewee 4).

Chapter 5: Research findings and Discussion

5.1 Objective 1 - Research findings

At the start of this dissertation, the researcher proposed that there is a good argument for comparing the outcome goals of volunteers and employers of volunteers to see if any alignment was evident. The feedback included a number of observations from both volunteers and employers.

5.2 Why volunteers volunteer

5.2.1 Employers

On one hand it can be argued that volunteerism helps credit unions meet some of their operating principles. It is further suggested that volunteerism preserves the differences between credit unions and other financial institutions (Interviewee 2).

In addition, it is argued that while it appears to benefit employers as it allows for an additional workforce to spread the workload, it is suggested that it also provides opportunities for volunteers to develop and learn new skills. Another observation emerging was the suggestion that volunteerism in credit unions acts as a feeder system which allows recruitment of future directors which is important as it forms part of succession planning for , which is a regulatory requirement (Interviewees 3, 4 and 5).

5.1.2 Volunteers

Volunteers express a desire to keep active and to seek out something to get involved in that would add to their knowledge base and be worthwhile. By worthwhile, volunteers refer to the nature of the organisation and if what it is trying to achieve is important to the wider community.

Volunteers feel employers look after them by making training available and creating opportunities to develop new skillsets. In addition, that sense of getting out of the house and doing something different, meet new people, learn to work in a different environment as a career path while changing and learn to deal with all the challenges that come with that.

Self-development makes up a large part of why people volunteer. Learning new skills and overcoming challenges that arise along the way.

In addition, a feeling of being useful and potentially participate in making a difference in other peoples' lives is an important motivator. (Interviewee 7). Some people volunteer because they believe it is important to give something back to the wider community and it makes them feel like they are contributing in a meaningful way.

5.3 Why it is important to participants

5.3.1 Employers

When it comes to the importance of volunteering in credit unions, employer feedback ranges from extremely important to just simply necessary. Employers acknowledge that volunteers carry out all governance roles and while this allows for new talents to emerge and also offers a training and educational platform for all including the marginalised in our community (Interviewees 1, 2 and 4), it also fits in with the ethos of the organisation. The organisation now have ready-made people to serve on the board. Another view regarding the importance of volunteers held by employers is that the organisation benefits financially while having different people input allows for different perspectives. From the above feedback, it would seem that employers view volunteerism in terms of the organisation and the perceived benefits derived from this activity.

5.3.2 Volunteers

Volunteers suggest that their participation is important as this is how they learn new skills, feel good doing a good job and feel the credit union benefits from this. It is very important that volunteers feel they deliver a good service. A feeling that they are in the right place doing something meaningful matters when volunteering. Others express the view that their role as a volunteer is incredibly important as it gives one a feeling of accomplishment and fulfilment. They also state that it's important because it keeps people active, social and busy. It also allows one to focus on other people's problems rather than on their own. For some it is only important as long as they are learning new skills and developing professionally. For others it can be quite important subject to them not having any other major commitments occupying their time.

On the whole, volunteers seem to suggest, the importance of their activity is a combination of internal and external factors ranging from the training and education derived from the activity to the indirect benefit it brings to the community in general.

Why credit union volunteers and employers participate:

EMPLOYER	VOLUNTEER
Helps meet operating principles	Helps keep active/Get out of the house
Helps preserves unique identity of volunteer organisations	It is seen as worthwhile (Ethos of organisation is supportive)
Helps spread the workload	Helps one keep active
Helps volunteers learn new skills	Helps volunteers learn new skills
Feeder system for new directors	Feel useful /Participative

With regard to the question of motivation to volunteer or employer, the needs of employers appear to differ from those of volunteers and this in turn appears to create a different expectancy. From listening to both groups, the researcher considered the intrinsic and the extrinsic nature of volunteers and employers.

Intrinsic motivation was positively associated with a volunteer self-concept, prosocial personality, volunteer time, and motivation. This seemed to be particularly true for internal motives, those that are satisfied by the volunteer activity itself. Whereas, extrinsic orientation was most closely associated with external motives, specifically career aspirations, which require an outcome separate from the volunteer work in order to be fulfilled. In this way, the study considered feedback from the current view of the volunteer process in the context of motivational orientation (Finkelstien 2009 pp. 653-658).

On the other hand, when it comes to employers, intrinsic motivation was positively associated with an ambition to be altruistic towards volunteers by providing platforms for volunteers to benefit from in a number of prosocial ways including training and education. Again, this seemed to be particularly true for internal motives, those that are satisfied by the employer activity itself. Whereas, extrinsic orientation was most closely associated with external motives, specifically promotion of the organisation's principles and ethos. Protectionism towards the organisation through feeder system for director recruitment going forward and a perceived equitable distribution of workload.

In this way, the study considered feedback from the current view of the employer process in the context of motivational orientation (Finkelstien 2009 pp. 653-658).

Perception of awareness of importance to participate:

EMPLOYER	VOLUNTEER
Important that certain roles are reserved for volunteers	Employer does not meet my needs
Important that skills gap analysis helps appropriate role matching	No real understanding of volunteers motivation/needs

The employer feedback regarding awareness of volunteer personal needs suggests certain roles are reserved by employers for volunteers and skills analysis is carried out to assist proper selection of volunteers for certain roles. However, interviews would suggest in some cases the organisation does not meet the personal needs of volunteers due to a lack of true understanding of those needs by both the volunteer and the organisation (Interviewee 2).

It was suggested that trough interviews employers match skills with roles and that benefits for volunteers flow from opportunities to learn and develop new skills (Interviewee 4).

Through volunteering, some volunteers move into full employment however, on balance it is suggested, employers are not really aware of the personal needs of our volunteers. (Interviewee 5).

Summary
In summary, the feedback regarding employer awareness regarding other needs of volunteers not been met breaks down into a number of areas. There is no real awareness as it is not seen as the responsibility of the employer (Interviewee 1 and 5). Employers assume volunteers choose to volunteer on balance all things considered.

Employers interview volunteers when they first apply to be volunteers and try to match up their skills with appropriate roles however, the needs of the organisation come first then the needs of the individual. If volunteers want to change roles that is the time to do it.

If there is no meeting of minds, employers set them up on an exit path that allows them to volunteer elsewhere with other organisations. Employers have no idea which other volunteer needs are not been met. Employers assume because adults volunteer and know the hours required it must sit well with them in terms of their other worlds (Interviewee 5).

There is a free will choice been made by an adult. Employers provide the facility to deliver an experience they would not get elsewhere and assume this is reward enough for the efforts made by voluntary staff. If employers look at what the core needs of people are in terms of motivation, financial reward is pretty important but experience suggests that people place other things higher (Interviewee 2 and 4).

5.4 Analysis of findings regarding needs when compared to Maslow's theory
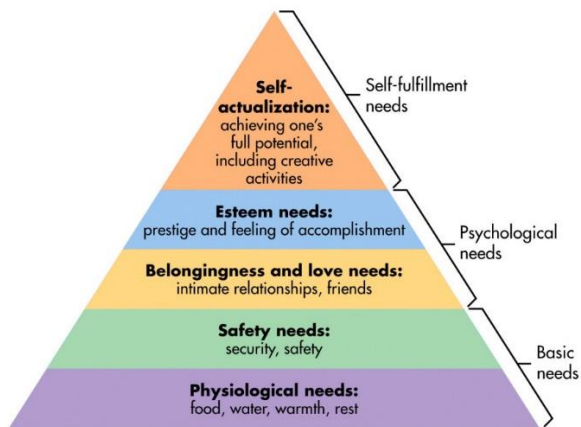
As previously stated in chapter 2, Maslow provides us with a starting point for further examination of the different motivation theories. According to Maslow, people are needs driven. This is satisfied by achievement or acquisition of the need only to have the need replaced or superseded by another or higher need. Maslow proposes that there are five levels of needs people seek in order to satisfy all of their basic needs (Mullins 2007, 258).

5.4.1 Physiological;

The primary level is Physiological needs. These needs are not considered within the context of volunteerism due to the fact that the role, by its nature, is not for a cash reward. According to the feedback from volunteers, they rarely if ever require the need of physiology to be met by the actions of giving time and effort towards a cause or benefit. It is true to say however, that their actions might cause the physiology of others to be enhanced. For instance when donating time and effort to famine areas or situations where drought is critical or shelter is required following a devastating weather event.

5.4.2 Security;

The second lowest level is Security needs. In that level a person needs to feel secure in his/her family and in a society, and feel protected against violence. The need for safety is manifested with job security, savings and for insurances of health, mental health, old age and disability.

Feedback from volunteers suggests a feeling of security can be derived from the participation in a voluntary program involving other like-minded people towards an outcome goal benefitting someone other than oneself does in fact provide a sense of security for the individual. This manifests itself in the development of confidence and acquiring new skills.

5.4.3 Love and Relationships;

After feeling secure, people need to feel that they receive and give love, they are appreciated and they have good friendships. Volunteering delivers on this in a big way. One of the most cited reasons for volunteering was the comradery experienced by individuals and the friendships that formed.

5.4.4 Esteem;

The fourth level is Esteem needs. It is the need to be unique with self-respect and to enjoy esteem from other individuals. People want to evaluate themselves highly and based on their achievement receive appreciation from other people. Lack of these needs may cause inferiority, helplessness and weakness. Volunteers who are in the right organisation and doing the right work for them as individuals will experience esteem factors to some degree. The inevitability of this comes from the feedback from others and one's own self in terms of reaching a new level of achievement.

5.4.5 Self-actualisation;

The highest level of Maslow's hierarchy of needs is need of Self-actualization. The development of this need is based on the satisfaction at the other four lower levels.

It refers to the need of self-fulfilment and to the tendency to become actualized in what a person has potentially. Volunteers can achieve self- actualisation through their working towards the benefit of others. According to Ann Olson (Psy.D) in her article, The Theory of Self-actualisation, posted August 2013, Dr. Olson states self-actualisation represents growth of an individual toward fulfilment of the highest needs - those for meaning in life, in particular.

Maslow does note that one level of needs doesn't have to be totally fulfilled before a person moves to the next level. The individual can be partly satisfied with one level and still seek for satisfaction at the next level. (Salanova & Kirmanen, 2010).

The researcher looked at the outcome from the interviews and summarised the question of need identification as per below:

EMPLOYER	VOLUNTEER
Important that certain roles are reserved for volunteers	Employer does not meet my needs
Important that skills gap analysis helps appropriate role matching	No real understanding of volunteers motivation/needs

When considering the results of the interviews, it is suggested that employers and volunteers in credit unions require a higher level of understanding of the others roles and requirements in order for the inter-relationship to benefit and develop going forward.

5.5 Analysis of findings regarding motivational factors when compared to Hertzberg's theory of motivation

As previously mentioned in chapter 2, Herzberg's motivation/hygiene theory is also known as the two-factor theory. Herzberg started the study of job satisfaction in the 1950's in Pittsburgh. The basis of Herzberg's work is in the Maslow's Hierarchy of Needs.

5.5.1 Motivation of Volunteers

Hertzberg suggests factors which cause job satisfaction are the opposite of those things that cause job dissatisfaction. He also suggests what makes people happy is what they do or the way they're utilized and what makes people unhappy is the way they're treated.

The role of the volunteer, as expressed by volunteers during interviews, concurs with this position. Volunteers who stay on and continue to volunteer in organisations state repeatedly that they stay because they feel respected, challenged by the work and a sense that they are making a difference. Those volunteers who leave also state the opposite. They did not feel respected, challenged or making any difference.

5.5.2 Motivation of Employers

When it comes to employers, satisfaction tends to come for the successful deployment of volunteers within the organisation in terms of outcome goal attainment rather than the meeting of individual needs of volunteers (Interviewees 3 and 5). If employers overlook the need for volunteers to feel that are making a difference, needed or valued, then the relationship will fail as the outcome goals of employers and volunteers will not align. As Salanova and Kirmanen state; *"The main finding of Herzberg is that the opposite of satisfaction is not dissatisfaction but no satisfaction"* (Salanova & Kirmanen, 2010).

5.6 Objective 3 - Research findings for expectancy

As previously mentioned in chapter 2, the concept of expectancy was originally formulated by Vroom and it stands for the probability that action or effort will lead to an outcome. The concept of expectancy was defined in more detail by Vroom as follows:

> "Where an individual chooses between alternatives which involve uncertain outcomes, it seems clear that his behaviour is affected not only by his preferences among these outcomes but also by the degree to which he believes these outcomes to be possible. Expectancy is defined as momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength.

> Maximal strength is indicated by subjective certainty that the act will be followed by outcome, while minimal strength is indicated by the subjective certainty that the act will not be followed by the outcome." (Vroom, 1964).

According to Giles (1977), Employee reactions to the opportunity to participate in a job enrichment program were examined in relation to higher-order need satisfaction levels.

It was found that employees whose higher-order needs were less satisfied were more likely to volunteer for job enrichment (Giles, W. pp.232-238). The implication for volunteers from this research is that individuals will donate time voluntarily in order to attain a sense of higher order in their work. This would suggest that financial reward is lower down in the order of needs of some individuals in certain circumstances.

Chapter 6 – Limitations and conclusions and areas for further research

6.1 Introduction

This will be the final chapter in my research dissertation which focused on the support, enhancement of motivation for volunteers and employers in the credit union sector in Ireland. This chapter sets out to consider any limitations of the study in question, suggestions for further study and the overall conclusion.

In their strategic plan, Volunteer Ireland suggest people can fulfil their potential through volunteering and that volunteering contributes to healthier and more resilient communities. It is argued that volunteering has the power to transform our world for the better. If we work collegially and collaboratively

We can maximise the reach and impact of volunteering in Ireland. We can encourage good practice in volunteering across all sectors (Volunteer Ireland Strategic Plan 2018-2022).

Former Barnardo's CEO Fergus Finlay thinks more volunteering could serve to give Ireland's young people a stronger grounding in the importance of caring for others (Ireland 2029: Shaping our Future).

6.2 Limitations

The study took place in a number of Dublin-based credit unions. The demographics therefore did not lend themselves to the inclusion of alternative views and understandings of the roles of volunteers from other communities such as rural communities. Although the research is an accurate account of the experiences of the participants who completed the questionnaire, comparable research in a different geographical setting, perhaps a rural area, might yield diverse findings such as travel, with its related time and cost and may have proved a challenge for students and therefore have an effect on their motivation to participate or complete a volunteer recruitment program. The research sample was quite small and though valuable, should not be generalised. It may be of interest to look at motivational indicators in a quantitative research study.

The timelines provided dictated the size and depth of the research. In this case, ten interviews were carried out and the results used to form position regarding attitudes and understandings.

It could be argued that the low number of interviews allows for a distortive element in the findings as the cohort was not large enough to help reduce this factor to an insignificant level. The budget available was limited preventing the inclusion of large scale investigation into the research questions through other methodologies and approaches which would allow a national picture to be formed.

Common themes in volunteer and employer responses were sorted into different categories as outlined in chapter 5. These findings were interpreted to find meaningful patterns in terms of the research question about adult student motivation. The analysis of qualitative data involved measuring words in both written and verbal form in order to find these meanings. It should be noted that the sample used was quite small and therefore it is recognised that the qualitative findings are limited to the credit unions where the research took place.

It would be interesting to see if this was the case for all those who engage with volunteerism. Anecdotal evidence of younger volunteers who progress to higher levels of authority and responsibility would suggest that parental or guidance counsellor influence and recommendations would be the motivational factor for participation. This however, did not form the basis of this study.

6.3 Future research opportunities

In terms of motivation there are many issues that warrant further attention on focus and are embodied in the concept of volunteer motivation. The research reflected on this over the duration of this research study and believes that the following seven suggestions are worth further research and investigation.

6.3.1 Mindfulness and motivation

The research suggests that one area of interest for the volunteering sector should focus on research in the area of mindfulness and mental health awareness. This may be another cause of lack of engagement, participation and completion for the sector in Ireland today. In fact, the researcher has already suggested this to Boards of directors in credit unions and for the next year we plan to implement two workshops on mindfulness with our second year volunteer cohorts and a professional development morning for employers on the subject of mindfulness and mental health awareness.

These supports will be offered as a support to both volunteers and employers in conjunction with the new improved motivational framework. This process will of course be reviewed as part of a self-evaluation plan but it would be useful to conduct some research on this concept in a future volunteering setting.

6.3.2 The employer, volunteer scores and motivational issues

Another idea is the study of quantitative data analysis on the difference between an employer as amotivational and alternatively motivational and whether the employers motivational stance can impact on volunteer effectiveness or indeed their motivational beliefs.

6.3.3 Motivational interviewing concept in a volunteering context

The health sector has conducted research into the concept motivational interviewing as a method to encourage patient participation with health care regimes. It would be worth looking at this methodology within a volunteering setting.

6.3.4 Screening tools and volunteer motivation

The use of screening tools prior to recruitment, thereby ensuring volunteers and employers are enrolling on the correct course and level of volunteering ability, thereby increasing their prospects' of successfully participating and completing a recruitment course in the credit union sector. Do we need a standardised list of interview questions or a standardised assessment to ensure we are setting volunteers up to succeed rather than fail?

6.3.5 Marketing, motivation and the credit union sector

Does the credit union sector need to re-evaluate the marketing of volunteer recruitment courses as positive alternative routes to successful employment to the public, industry, and institutions and thereby encouraging and enhancing general societal motivation to participate in courses provided by this sector "*Everyone is going to university*", as discussed in the action research limitations (Bielenberg, 2015).

6.4 Conclusions

This research study, though limited, would seem to indicate that there is a link between motivation and how volunteers are motivated to engage with and continue with participation in the credit union sector.

So far, the researcher can conclude that being supportive of volunteers and employers and thereby volunteer-centered has been proven as way to support and enhance motivation within the volunteers in the credit union sector.

So, the researcher achieved what was set out to do, to identify the outcome goals of volunteers and employers of volunteers and aspire to improve enhance and support the motivation of the two groups in a credit union and thereby improve the quality of the volunteer experience for participants. Through critically reflecting of the researcher's experiences, the research acted in accordance with their own values, beliefs and experiences. The researcher now has clarity about the positive power of believing in one's own capacity to improve the quality of volunteering in an organisation.

This research inquiry has afforded me the opportunity to engage with volunteering development. The credit union's researcher's role is embodied in the research process. Through this enquiry it has been shown how the methodology influences and determines the learning development for both employers and volunteers. The researcher now understands how one has generated their ideas out of my professional practice and how the ideas themselves are actually part of one's practice.

Finally, the writing up of this dissertation has been significant in helping the research understand the nature of their own personal development. Reflective thinking from the practice inspires the researcher to go further in that the development leads to the improvement of both one's understanding and thereby the volunteers/employers learning experience. The researcher believes that the research had developed their voluntary educational theory in their own practice and that this in turn has supported the colleagues with the development of a new and improved framework, which will act as a supportive tool for the credit union sector and its interaction with the volunteering community.

6.5 Theories that can be concluded through this dissertation

The researcher has influenced the quality of volunteer recruitment and experiences in the credit union sector through his actions. It is hoped that influences could also be on credit union colleagues or even the wider credit union community in their understanding of how needs, motivation and expectancy are produced by the individual and collective practices through this type of research so that greater improvements can be achieved in different areas of volunteering practice. In this way, we are improving our professional development and we are making our contribution to the educational development of our volunteers and recruiters.

6.6 On a final note

This is my first dissertation; I suggest that there may be some weakness in the steps of reflective thinking, collection of data and the generation of reliable and relevant evidence. To improve this process in the future I will, continue to review the literature on qualitative research, while looking for my enquiry as I believe that practice makes perfect.

Bibliography

Association (the) for Volunteer Administration (2005). Professional Ethics in Volunteer Administration. Online and available at: http://www.volunteertoday.com/PDF/EthicsinVolunteerAdministration-2006.pdf

Last viewed 12 08 2019.

Braun, V., and Clarke, V. (2012). Handbook of research methods in Psychology, 2. Research Designs, H. Cooper (Editor-in-Chief).

Buchanan, A. & Kern, M. L. (2017). The benefit mindset: The psychology of contribution and everyday leadership. International Journal of Wellbeing, 7(1), 1-11. doi:10.5502/ijw.v7i1.538.

Cohen, L., Manion, L. and Morrison, K. (2000). Research Methods in Education, 5th ed., Oxon: Routledge Falmer.

Clary, E., Snyder, M., and Ridge, R. (1992). Volunteers' motivations: a functional strategy for the recruitment, placement, and retention of volunteers. Non-profit Management Leadership. 1992. Summer; 2 (4): pp. 333-50.

Collis, J., and Hussey, R. (2014) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 4th ed. Palgrave Macmillan.

Cooper, D.R. and Schindler, P.S. (2008) Business Research Methods. 12th ed. New York (NY): McGraw-Hill Education.

Corti, L., Van den Eynden, V., Bishop, L. and Woollard, M. (2014) Managing and Sharing Research Data: A Guide to Good Practice. 1st ed. London: SAGE Publications.

Davies M.B. (2007). Doing a Successful Research Project: Using Qualitative or Quantitative Blumberg, B., Cooper, D. R. and Schindler, S. (2011) Business Research Methods. 3rd edn. Berkshire: McGraw-Hill Education

Dekker, P. and Halman, L. (2003). The values of volunteering – Cross-cultural perspectives. Kluwer Academic/Plenum Publishers. New York.

Dudovskiy J. Research Methodology. Online and available at: https://research-methodology.net/research-philosophy/pragmatism-research-philosophy/#_ftn1

[Last accessed 29 07 2019]

Ely, M., Anzul, M., Friedman, T., Garner, D. and McCormack Steinmetz, A. (2003) Doing Qualitative Research: Circles Within Circles. 1st ed.. Philadelphia (PA): The Falmer Press.

Farrell, M. (2018) How volunteers became the lifeblood of rural Ireland. Updated / Friday, 14 Sep 2018 09:38. Available online at: https://www.rte.ie/brainstorm/2018/0904/991561-how-volunteers-became-the-lifeblood-of-rural-ireland/

Last viewed 11 August 2019.

Finkelstien, M., (2009). Intrinsic vs. extrinsic motivational orientations and the volunteer process. Personality and Individual Differences. Volume 46, Issues 5–6. Elsevier.

Finlay, F. 2019. (The Journal.ie. Online and available at: Fhttps://www.thejournal.ie/ireland-2029-episode-three-4717217-Jul2019/ [Last viewed: 20th August 2019]

Geisner, C., Okun, M. and Grano, C. (2014). Who is motivated to volunteer? A latent profile analysis linking volunteer motivation to frequency of volunteering. Psychological Test and Assessment Modelling, Volume 56, 2014 (1), pp. 3-24

Ghauri, P. and Grønhaug, K. (2005) Research Methods in Business Studies. 3rd ed. Harlow: Pearson Education Limited.

Giles, W. (1977). Volunteering for job enrichment: Reaction to job characteristics or to change? The Journal of Vocational Behaviour, Volume 11. Issue 2. Science Direct, Elsevier.

Hair, J.F., Bush, R.P. and Ortinau, D.J. (2003) Marketing Research. 2nd ed. New York (NY): McGraw-Hill Higher Education.

Hargreaves, S. (2018). Qualitative Research Methods – Lecture 2. NCIRL Presentation (Slide 17).

Haski-Leventhal, D., Meijs, L. and Hustinx, L. 2010. The Third-party Model: Enhancing Volunteering through Governments, Corporations and Educational Institutes. Journal of Social Policy. Volume 39. Issue 1. Cambridge University Press.

Herbert, M. and Kenning, P. 2008. A current overview of consumer neuroscience. Journal of Consumer Behaviour. Volume 7. Issue 4-5.

Hill, E. (2016). A comparative study on motivations of volunteering: Online and available at: https://pdfs.semanticscholar.org/cc23/a8de16da8621a7fe00ae444dcfce79fa845f.pdf

[Last viewed 19th August 2019].

Hofstee, E. (2006) Constructing a Good Dissertation, 1st ed. Sandton, South Africa: EPE.

Irish League of Credit Unions Code of Conduct. On line and available at;
https://www.culearn.ie/ilcu/nd/fresco/repository/EKP000036776.pdf Last accessed 02 08 2019

Knowles, M.K. (1972) Motivation and Volunteerism. Sage Journals. On line and available at:

https://journals.sagepub.com/doi/abs/10.1177/089976407200100205?journalCode=nvsa#articleCit
ationDownloadContainer. [Last viewed: 11 Aug 2019]

Malhotra, N.K. and Birks, D.F. (2007) Marketing Research: An Applied Approach. 3rd ed. London:
Pearson Education Limited.

Maylor, H. and Blackmon, K. (2005) Researching Business and Management. 1st ed. Hampshire:
Palgrave MacMillan.

McLeod, S. (2018) Maslow's Hierarchy of Needs. Online and available at:
https://www.simplypsychology.org/maslow.html [Last viewed: 11 August 2019]

Mihai, E. (2014). The motivation of Romanian Volunteers; values and implications. Procedia Social
and Behavioural Sciences Volume 127. Elsevier.

Saunders, M., Lewis, P. (2012) Doing Research in Business & Management. 1st ed. Harlow: Pearson
Education Limited.

Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 6th ed.
Harlow: Pearson Education Limited.

Snyder, M., Omoto, A. and Snyder, L. (2004). Sacrificing time and effort for the good of others: The
benefits and costs of volunteerism. Title of host publication: The social psychology of good and evil.
Guilford - NY. Pp. 444-468

Walliman, N. (2017). Research Methods. The basics. 2nd Ed. Rutledge, London. Taylor & Frances
Group.

Whitehead J. and McNiff, J. (2006). Action Research: Living Theory, London: Sage.

Figures:

Fig 1: Maslow's Hierarchy of Needs.

https://www.simplypsychology.org/maslow.html

Fig 2: Hertzberg's Two Factor Theory. https://expertprogrammanagement.com/2018/04/herzbergs-two-factor-theory/

Fig 3: Vroom's Expectancy Theory. https://expertprogrammanagement.com/2018/10/expectancy-theory/

Fig 4: Fig 4: The Research "Onion"

(Saunders, Lewis & Thornhill, 2009, p. 138)

Definitions:

3.3.1 Ontology

Ontology is a branch of philosophy based on the nature of reality and is again sub-classified into objectivism and subjectivism. Objectivism refers to actual social realities whereas subjectivism is concerned with the perceptions of such realities. These two approaches enable the researcher to decide which approach to use and why. This is derived from research questions (Saunders, Lewis, & Thornhill, 2009).

3.3.2 Epistemology (Positivism, Realism and Interpretism)

Epistemology is a branch of philosophy which refers to the acceptable knowledge of a particular area of study. It can be sub-classified into three areas; positivism, realism and interpretism.

3.3.2.1 Positivism

This is a philosophical branch of epistemology. It is an approach where the role of natural scientist is observed as the work of natural scientist is based on observable social entity. Research strategy is approached on the basis of data collection and hypothesis development. These hypotheses will be tested and confirmed which can be used for further research (Collis and Hussey. 2014 p.54).

3.3.2.2 Realism

Realism, another philosophical branch of epistemology, relates to scientific enquiry. The core feature of realism is pertained to disclose the truth of reality and the existence of the objects are prevalent independently in the human mind. Realism is classified as direct realism and critical realism. Direct realism explains what is experienced by our senses and that are attained by the researcher. On the other hand, the critical realism expresses that what is experienced by our sensations those are images of the real world, not the reality. The difference between the two is that the first is related to the capacity of research what is studied and the critical realist recognizes the importance of multi-level study in the context of the individual, the group and the organisation (Saunders et al. 2012).

3.3.2.3 Interpretivism

Interpretivism is a branch of epistemology which is focused on the assessment of the differences between humans as social actors. The issues emphasized are more on the difference between conducting research among people rather than objects such as medicines and computers. In this philosophy, interpretation of social roles has been presented with respect of one's own set of meanings. In addition, we interpret the social roles of others in accordance with our own set of meanings (Collis and Hussey. 2014 p.54).

3.3.2.4 Pragmatism

Pragmatism research philosophy accepts concepts to be relevant only if they support action.

"Pragmatists recognise that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities" (Saunders et al. 2012).

3.3.3 Axiology

Axiology is a branch of philosophy which is concerned with judgments, aesthetics, and ethics. A process referred to as social enquiry is used in this approach. A researchers' axiological skill is required and used to make judgments about the research content (Saunders, et al. 2009).

Appendices I: Consent Form Used for Interviews

Dissertation of Paul Reddin regarding research into the role of volunteering and the organisations who employ them.

Consent to take part in research   I voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves a series of question which are designed to inform the interviewer regarding my unique perspective regarding the questions posed.

I understand that I will not benefit directly from participating in this research.

I agree to my interview being audio-recorded.

I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in the interview: dissertation, conference presentations and published papers.

I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

I understand that signed consent forms and original audio recordings will be retained in a secure location within the researchers' home, under lock and key and password protected with access restricted to the researcher alone until the exam board confirms the results of their dissertation.

I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board.

I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information namely Colette Darcy, Dean of Business at NCIRL and David Hurley Research Supervisor at NCIRL.

I believe the participant is giving informed consent to participate in this study.

_____   _____ _____/_____/_____

Signature of participant   Signature of Researcher   Date

Appendices II: Interview Transcripts:

Interview 1: With GW - Employer

Background to Interview with GW. GW has been the CEO of a large not-for-profit organisation in Dublin City for the past five years. GW recruits and utilises the services of volunteers throughout the organisation.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you utilise volunteers?

GW- I would not use the word utilise. It sounds utilitarian. Our organisation is all about the furtherance of religious so it has always been of a not-for-profit nature. This lends itself towards the recruitment and engagement of voluntary members throughout the organisation in a varied and diverse range of roles and responsibilities from the board of management all the way to choral singers and everything in between.

Q2. How important is the volunteering work to your organisation?

GW – Gosh! It is very important. Volunteers are engaged throughout the organisation from assistance with education projects, filling governance roles within the board to assisting with services. Engagement of volunteers also fits in with our charitable aims.

Q3. Are you aware of the personal needs of your volunteers and how do you feel the organisation meets these personal needs?

GW – We have a certain number of roles which we reserve or hold just for volunteers. When we receive applications from potential volunteers we consider their CV against the roles available and in doing so hopefully align the needs of the volunteer with the needs of the organisation.

PR – Do you have any feedback sessions with volunteers?

GW – Yes to some degree. It tends to be generic feedback at open meetings rather than specific one-on-one sessions. Also there is a facility for anonymous feedback.

Q4. Are you aware of any other needs not being met by volunteers due to time commitments taken up by them volunteering with you and if so, how are those issues being addressed?

GW – Not really. We would not see that as our responsibility I suppose. Members of the voluntary staff are free to choose so I assume they are choosing us on balance all things considered.

Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

GW – Again I would suggest this is a free will choice been made by an adult. We provide the facility to deliver an experience they would not get elsewhere and one assumes this is reward enough for the efforts made by our voluntary staff.

The second part of the interviews will be surrounding the Hertzberg theory of motivation and demotivation. This will be necessary to ascertain if the findings/outcomes from research carried out in the 1950's are still reflected/relevant in today's modern workforce.

Q6. What incentives to you provide to help motivate volunteers?

GW- We provide the facility of a well-run and historically important landmark building. Volunteers are not just volunteers they are enthusiasts who share their interest with other like-minded enthusiasts. In this way the volunteers are self-incentivised.

Q7. If there are certain factors which currently enhance the volunteering experience what would those factors be, how long do you think your volunteers would continue volunteering might for if they were removed and would you think that eventually they direct their energy towards something else if those factors were not restored?

GW – I don't really see that happening. As I said, their motivation comes from be part of the whole religious experience as well as the important historical aspects of the organisation. In order to remove those motivational factors one would have to remove both the building and the organisation.

Q8. Can you identify a number of factors which you believe your volunteers currently enjoy and/or require in order to remain a volunteer?

GW – We work hard at avoiding them and us situations. Volunteers also learn new skills, feel part of a bigger picture and socialise with paid staff.

Q9. Can you please prioritise them in order of importance in your opinion?

GW – I suppose in the order I just gave them to you seems fine.

Q10. How do you think volunteers justify the effort they put into the organisation?

GW – Volunteers have a say in the running of the organisation. They populate our board as well as other non-governance roles. They can see the results of their work.

The final part of the interviews will be surrounding Vroom's theory that worker's expectations regarding input and process is proportionate to the worker's expectations of output.

Q11. Does the organisation appreciate the value volunteers add to the organisation?

GW – Oh yes. Very much so. We try to give it back through training, information nights and social events held throughout the year.

Q12. In your opinion do the volunteers understand this appreciation of value as well?

GW – I hope so.

Q13. What is your organisations expectation of return for the time invested in development of the volunteering roles?

GW – Continuity. We would not survive without their input.

Q14. Is the effort equal to the return in your opinion?

GW – No. The return far outweighs the effort by a country mile. Please excuse my mixing weights and measures in the same sentence.

Q15. Has this balance between input and output ever being out of balance for volunteers and if so, how was this imbalance addressed by the organisation?

GW – Seriously, in my time here as CEO, there has not been a time when the balance went out.

PR – Thank you for your time.

GW – You're very welcome and good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 2: With TR - Employer

Background to Interview with TR. TR has been the CEO for the past 15 years of a Small Credit Union which again is a not-for-profit organisation in North Dublin. TR also recruits and utilises the services of volunteers throughout the organisation.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you utilise volunteers?

TR- Interesting choice of words however, I understand the context. (Interviewee laughs). Well firstly, the credit union movement is founded on ten operating principles. One of which is the need to remain a voluntary organisation. Therefore the development of the role of volunteers is fundamental to our existence in our current guise. If this changes then the principles must change. If our principles change then we cease to be who we are. It is the differences between us and other financial service providers that defines us. If these differences disappear then we cease to exist as credit unions and become just another financial service provider.

Q2. How important is the volunteering work to your organisation?

TR – Extremely. In addition to allowing me bring in great potential talent, It affords me the opportunity to bring in and work with members of our community who are marginalised to some degree. By that I mean community members who might find it more difficult than others to get paid work or even real and worthwhile work experience. Such members of our community include people who might be intellectually challenged, physically challenged, foreign nationals with low comprehension of the English language, members of our community who, for whatever reason, might not have had the benefit of a full education etc.

PR – I suppose that answer makes my next question somewhat redundant.

Q3. Are you aware of the personal needs of your volunteers and how do you feel the organisation meets these personal needs?

TR – I would like to think so. Ironically, no is the answer. In my 15 years of working with volunteers I learned a great deal about myself as well as others. I learned that when people present themselves as potential volunteers they always talk about their strengths.

Of course these strengths usually align themselves with the strengths outlined in their curriculum vitae. I remember early on in my recruitment program I met a man who through no fault of his own, had lost his senior position with a prominent marketing company as a result of the economic downturn. On my application form I asked what skills volunteers possessed that might lend themselves to the betterment of the credit union. Naturally he put down Marketing as a skill. The next question on my application form asked if you could choose any career path in your time with us in the credit union as a volunteer what role would you choose. My candidate put down - Anything but marketing! I learned a lot about people from this answer. People don't know who they are. So they present the best side in the hope that this gets them what they seek which is a job.

PR – Do you have any feedback sessions with volunteers?

I do have feedback sessions once a year on a one on one but also every month we hold a meeting of operational stakeholders. Because these meetings are 360 sessions they can be a bit upsetting. I get to comment on all the good things that are happening and I need to be seen to be supportive of and I also get to say stuff I am not happy about. Now the staff and volunteers also get to say stuff they are happy about and not happy about. For the most part that's ok but occasionally it can be a bit harsh to have to sit there and listen to the criticisms. Especially when they are directed at me. Nonetheless, I see that fact that they feel comfortable enough to say the things they need to say to me directly as a huge success of the model for it is built on trust and that forms strong bonds.

Q4. Are you aware of any other needs not being met by volunteers due to time commitments taken up by them volunteering with you and if so, how are those issues being addressed?

TR – Of course. I have seen this quite a few times. Let me start at the end and work back. By the time volunteers have been through the internal process of development, they will have a different understanding of their abilities. This is because we push each individual towards the red line.

PR – What is the red line?

TR - The red line is the line which if you are operating below you are not being challenged enough and if you are operating above you are overwhelmed. This is a hard line to identify and requires a large amount of time to be invested by management to get it just right.

PR – How do you justify the time invested?

TR – I can justify it be saying, people, all people, volunteers or paid staff it makes no difference, will respond exactly the same to the red line. The red line plus 1 is the ideal space to have workers work in. Although they are just outside of their comfort zone, they are at their most efficient. They are learning, problem solving and coping better and faster than at any other level. They are neither overwhelmed nor under-utilised. In short, they are at their most productive. This in turn is a huge confidence builder. At the end of a good day, volunteers go home saying I did that or I made that happen. Their feel good factor goes through the roof and they are back for more tomorrow. The problem of course is keeping them at red line plus 1. This is because they are now developing and therefore the zone is constantly moving upwards as they get better at what they can do and achieve.   Oh! Just one thing, remember not every one's red line is at the same level. It's a bit like golf, you play to your own level of ability. Not someone else's.

Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

TR - If we go back and look at what the core needs of people are in terms of motivation, ok financial reward is pretty important but my experience is that people place other things higher. I'm no expert but my working with volunteers for fifteen years has taught me that being part of a team seems pretty high on the list of needs as does making or at least feeling one is making a difference in terms of the efforts expended is up there as well. Then there is the whole skills development side. When it comes to fulfilment I think it comes down to one overarching question in the end. Does the volunteer feel they have been looked after or taken advantage of? I don't mean to over simplify it but the feedback time after time from our 360 sessions is that those volunteers who feel the volunteer program ticks their boxes stay and the ones who don't leave. In time all volunteers leave because of the limitations of the program and that's actually part of the great scheme of things. The difference between the volunteer who starts the process and the same volunteer who eventually outgrows the process is enormous. They have overcome whatever personal challenge or insecurity they had that made volunteering attractive in the first place and it has been replaced by a competent, capable individual who actually knows the real limit of their own abilities and is well able to work up to that new, higher red line now.

Q6. What incentives to you provide to help motivate volunteers?

TR – It is simply a case of support and direction coupled with frequent and honest feedback. I believe one can't motivate others. One can only try to inspire others to be self-motivated.

Q7. If there are certain factors which currently enhance the volunteering experience what would those factors be, how long do you think your volunteers would continue volunteering for if they were removed and would you think that eventually they direct their energy towards something else if those factors were not restored?

TR – Good question. Or is that questions? I think our interview to date answers this one. The enhancement of the volunteer role requires the real and meaningful development of the individual using the techniques we discussed earlier. The enhancement process is dynamic insofar as it keeps evolving in line with the evolution of the individual. This provides sustainability and of course finally the limitations of the process are reached and the volunteer is prepared to leave our world and either enter the world of financial gain or on the other hand, volunteer elsewhere where the capacity to bring them on even further exists.

Q8. Can you identify a number of factors which you believe your volunteers currently enjoy and/or require in order to remain a volunteer?

TR – A feeling of belonging to a team. A sense that they make a real and tangible difference in the work they do. Going home thinking they did a good job today. A belief that they are being developed and not being taken advantage of.

Q9. Can you please prioritise them in order of importance in your opinion?

TR - Pretty much as I have just said earlier.

Q10. How do you think volunteers justify the effort they put into the organisation?

TR – Wow. Good question. I know how I justify effort from my own perspective but now you're asking me to climb inside the head of another person and answer a question on justification from their perspective? I am going to fall back on an old chestnut I have used in this interview before and refer to the 360 interviews/sessions. This question, although not quite a direct as you have put it comes up from time to time during interviews. I ask them how they are getting on and they tell me what's working and what's not working. As long as I keep fixing the stuff that's not working we are all good to keep going.

Assuming of course they have not completed their time with us. I am assuming here but I would imagine there is a justification process taking place on a daily basis, if not hourly. Different people volunteer for different reasons. I assume once the reasons for they started volunteering in the first place still exist then that justifies them staying. Sorry. One more assumption. That there is also progression during their time here.

Q11. Does the organisation appreciate the value volunteers add to the organisation?

TR – Organisations can be big places. Even small ones like ours. I would imagine the appreciation you speak of starts to wain the further out from the centre one goes. As CEO and program designer and coordinator I am heavily involved at all levels of the process. I cannot honestly say that the same level of awareness or appreciation exists at board level or customer level. That is not a criticism. It just gets harder to appreciate every little thing the further from the centre one goes. That is just the nature of things.

Q12. In your opinion do the volunteers understand this appreciation of value as well?

TR - I work hard on communicating this value base to volunteers. Every time a volunteer adds value to a process I ensure this gets mentioned wherever possible. For instance, if a volunteer adds value to a management report which is then presented to the board as part of a management meeting, recognition of the work inputted by the volunteer is stated in the report. I make sure they get the praise not me. This simple gesture seems to work well in terms of team building and trust.

Q13. What is your organisations expectation of return for the time invested in development of the volunteering roles?

TR – As I said at the start, this is one of our operating principles so it ticks boxes all the way from the top down.

Q14. Is the effort equal to the return in your opinion?

TR – It's why I come to work.

Q15. Has this balance between input and output ever being out of balance for volunteers and if so, how was this imbalance addressed by the organisation?

TR – By design or natural order the process must end up in an imbalance or else we have missed our objective.

With the exception of volunteers who have reached a plateau in terms of input, process and output and are happy to remain in the process at the same trade off rate indefinitely, most people entering the process are looking for financial reward ultimately. After a period of 6 months, if our organisation is not able to offer them a paid job, we actively seek employment for them within the credit union sector. Usually we are successful very quickly as the training they receive with us is widely regarded within the movement as excellent. I am also well known in the industry and if I am saying the volunteer is a good worker that helps the process to move to another level quickly. It's still up to the individual to get the job. I like to think we had a hand in getting them to this place though.

PR – Thank you for your time.

TR – Not at all. I enjoyed it. Good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Background to Interview with MC. MC has been the Director and member of the strategic committee and nominations committee of a mid-sized industrial credit union with 45million in assets for the past 7 years. The Credit Union again is a not-for-profit organisation in West Dublin but has a national common bond. MC is on the board that recruits and utilises the services of volunteers throughout the organisation.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you utilise volunteers?

Because the directors have enough to do to deliver on the strategy. It also gives us a feeder system for new directors and board oversight committee members. This feeders system is in line with our succession plan and is also a legislative requirement.

Q2. How important is the volunteering work to your organisation?

Well it's necessary for the reasons outlined above so we have ready made people and we have a few operational volunteers as well who serve on our credit control committee.

PR – When you say ready made people what do you mean exactly?

MC – people who meet the MCC requirements as set by the CBI. All our volunteers do at least 15 hours CPD a year and this makes them ready to come on board if and when necessary.

Q3. Are you aware of the personal needs of your volunteers and how do you feel the organisation meets these personal needs?

MC – Well we interview volunteers when they first apply to be volunteers and we try to match up their skills with appropriate roles. That's why there are a few volunteers on the operational side. They would have indicated this preference at the time. However, the needs of the organisation come first then the needs of the individual.

PR – So can you elaborate on how the CU manages the situation where a need of the organisation is not aligned with the need of the volunteer?

MC – We meet our volunteers on an annual basis. If they want to change roles that is the time to do it. If there is no meeting of minds we set them up on an exit path that allows them to volunteer elsewhere with our support.

Q4. Are you aware of any other needs not being met by volunteers due to time commitments taken up by them volunteering with you and if so, how are those issues being addressed?

Oh Yea. That happens from time to time. The sector of the CU demands that people keep their own personal professional development as well. This can cause conflict of time management and we have lost volunteers as a result. The board tends to have more time so this time conflict is less of a problem. Another thing is people just lose interest.

Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

MC – It isn't really about that. Certainly not in our organisation that I know of. It just never comes up even at operational level. Its explained when they come on board that there will never be a payment for the volunteer role.

Q6. What incentives to you provide to help motivate volunteers?

MC – Training and we bring them on two annual evenings out.

PR – So are you saying that the rewards are sufficient to motivate volunteers?

MC – Well that's what we do. We get people to sign up for a year at a time. They seem to want to stay so I assume its working.

Q7. If there are certain factors which currently enhance the volunteering experience what would those factors be, how long do you think your volunteers would continue volunteering for if they were removed and would you think that eventually they direct their energy towards something else if those factors were not restored?

MC – I think the only factors our volunteers get are altruism or skills that they don't get in their employment. I think those factors come from themselves or driven by a need to obtain promotion in their own profession. There has been occasions of mismatching where people are not getting anything from it.

Q8. Can you identify a number of factors which you believe your volunteers currently enjoy and/or require in order to remain a volunteer?

MC - As I said training both necessary and unnecessary. Social interaction with other people and they are doing good for their community or common bond.

Q9. Can you please prioritise them in order of importance in your opinion?

MC – The way I gave them.

Q10. How do you think volunteers justify the effort they put into the organisation?

MC – They feel that they are doing something to help others.

Q11. Does the organisation appreciate the value volunteers add to the organisation?

MC – Absolutely. The Nominations Committee and chair meet all volunteers on a one to one basis to make sure they are happy and we have social events where people are thanked for their contribution. They are also informed about the progress of the organisation so they can feel buy in to the organisation and feel part of the collective so to speak.

Q12. In your opinion do the volunteers understand this appreciation of value as well?

MC – I my opinion they do.

Q13. What is your organisations expectation of return for the time invested in development of the volunteering roles?

MC – as I said we meet them on an annual basis and ask them not to drop out. We do a cost benefit analysis so we can match the input process and outputs of the volunteers to ensure there is an equilibrium between both groups. Directors have to made decisions about funding and spending as well as everything else.

Q14. Is the effort equal to the return in your opinion?

MC – That is difficult to answer but it is a legal requirement and there is a limit to how long a director can stay on *the* board so it's not only about the balance. I'm trying to think here. I suppose we are doing it for two reasons. On one hand making sure the credit union is viable and also supporting the ethos of the organisation which allows for volunteers to participate. We want volunteers to have a positive experience. It works better in some cases than others. It depends on the individual volunteer.

Q15. Has this balance between input and output ever being out of balance for volunteers and if so, how was this imbalance addressed by the organisation?

MC – As previously stated, there were times when there was not a match but at the end of the day it has to be about the organisation rather than the individual. If we can address the concerns we will but if not an exit strategy will be considered instead.

PR – Thank you for your time.

MC – Not at all. I enjoyed it. Good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 4: With PN - Employer

Background to Interview with PN. PN has been a Director of a small community credit union based in north Dublin with assets of €15 million. PN is also a member of the strategic committee and nominations committee. The Credit Union again is a not-for-profit organisation. PN is the currently chair of the board. The credit union recruits and utilises the services of volunteers throughout the organisation.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you utilise volunteers?

PN - There are several reasons. DDCU are required by legislation and regulation to have a volunteer (non-paid) Board and Board oversight committee. DDCU offer the opportunity to members to serve as volunteers to prepare them for more demanding roles e.g. on the board/BOC. DDCU offer the opportunity to members to develop skills as volunteers that will help them in their careers e.g. in the marketplace. DDCU offer the opportunity to members to develop skills as part of our Credit Union ethos and sense of responsibility to the community

Q2. How important is the volunteering work to your organisation?

PN – Very important. Volunteer roles vary from Director to Board Oversight Committee member. The roles also include business analyst type functions as well as secretarial duties. project management forms an increasing part of volunteering. Within the board volunteers can take on leadership roles such as chair, secretary, and vice chair. There are several committees e.g. investment, marketing where volunteers are responsible for monitoring execution and implementing board policy.

Q3. Are you aware of the personal needs of your volunteers and how do you feel the organisation meets these personal needs?

PN – Yes. As least I think so. The volunteers are not paid. The benefits flow from opportunities to learn and develop skills and apply those skills for the benefit of the members. In general volunteers state that they participate out of a sense of service to the community and see DDCU as an organisation that serves the community.

Several volunteers moved onto employment within the organisation. Some achieved qualifications with the organisation's support and went on to make careers with greater responsibility outside the organisation.

Q4. Are you aware of any other needs not being met by volunteers due to time commitments taken up by them volunteering with you and if so, how are those issues being addressed?

PN - Potential volunteers are interviewed before recruitment to give them a realistic view of their likely activities. Most join, but some do not, due to a realisation of the commitment or the clarification helps them realise it's not for them at that time. Some volunteers remain for several years, others find the role s demanding and cannot sustain their contribution. It's a small organisation and some find it restrictive in what they can achieve there.Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

PN – Different people are motivated by different things. As the position offered and filled is a voluntary role from the start, the people who apply have already made that decision. It is our responsibility to respect that decision and to quickly identify their non-financial needs and provide them with those needs where possible.

Q6. What incentives to you provide to help motivate volunteers?

PN - This varies on the role; training has improved by outsourcing and structuring e.g. use of online learning and complimenting that with in house briefings. Much training is self-driven, with volunteers spending their time achieving certificates and CPD. Supervision of volunteers at board level is carried out by the chair at ops level is carried out by CEO. Volunteers are supported but in the recent years do find the regulatory requirements demanding. We have found that a willingness to take on education and training is key for a volunteer to be effective.

Q7. If there are certain factors which currently enhance the volunteering experience what would those factors be, how long do you think your volunteers would continue volunteering for if they were removed and would you think that eventually they direct their energy towards something else if those factors were not restored?

PN - Volunteering should lead to a positive experience for both volunteers and the organisation. I would expect volunteers will have a positive experience. Many remain in touch after leaving. Although volunteers are supported, I have mentioned earlier, in the recent years do find the regulatory requirements demanding. We have found that a willingness to take on education and training is key for a volunteer to be effective.

Q8. Can you identify a number of factors which you believe your volunteers currently enjoy and/or require in order to remain a volunteer?

PN - Volunteers are generally by their nature self-valuing. However, both chair and CEO are aware of the importance of acknowledging their contribution and try to encourage and acknowledge. Acknowledgement also comes via educational and career support and a sense of belonging in DDCU.

Q9. Can you please prioritise them in order of importance in your opinion?

PN – Pretty much as stated. Training, education and a sense of belonging.

Q10. How do you think volunteers justify the effort they put into the organisation?

PN – As I said earlier, volunteers are generally by their nature self-valuing. Both Chair and CEO work hard on acknowledging the effort made by volunteers.

Q11. Does the organisation appreciate the value volunteers add to the organisation?

PN – Absolutely. Volunteers at the governance level have a direct influence on the decision making of the organisation. At committee level and other I feel we are behind in getting the most from the talents and creativity of our volunteers. We need to increase our efforts here in order to show appreciation for their presence.

Q12. In your opinion do the volunteers understand this appreciation of value as well?

PN – Me feedback session suggests they do. The operational volunteers receive similar feedback sessions with the CEO and I understand there is a general level of satisfaction regarding appreciation among volunteers.

Q13. What is your organisations expectation of return for the time invested in development of the volunteering roles?

PN – it has to make financial, political and organisational sense for both parties. If this is not the case, then the relationship is wrong for one of the parties at least.

Q14. Is the effort equal to the return in your opinion?

PN – In most cases. There were occasions where it was just not working out and the relationship was ended for the sake of both parties. One could argue that in such circumstances the effort was not equal to the return however, one must build in an expectation that such things might occur when setting up a volunteer program.

Q15. Has this balance between input and output ever being out of balance for volunteers and if so, how was this imbalance addressed by the organisation?

PN – As I said earlier, the relationship, if not fixable will be ended for both parties sakes.

PR – Thank you for your time.

PN – Not at all. I hope it helps you. Good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 5: With CR - Employer

Background to Interview with CR. CR is a Director in a community credit union. He is also a member of the marketing committee and membership committee. It is a large credit union with assets of €150 million. The Credit Union is a not-for-profit organisation in South Dublin.

Q1. Why do you utilise volunteers?

CR – Ok. We are a not-for-profit self-help financial organisation. Our mission is to provide our community with a suite of financial services that actually meet the needs of the members. It is a voluntary organisation which means all the directors who are responsible for the management, direction and control of the organisation are also volunteers. We all take this responsibility very seriously. Because as directors, we are legally liable for the organisation and the decisions we make. Volunteers are our life blood. Without them we have no succession of the roles of directors.

PR – So do you utilise volunteers below the rank of director?

CR – Oh yes indeed.

PR – Can you discuss this?

CR – We are looking for people who are dedicated and believe in the mission statement of the organisation. Also it is less expensive than hiring workers. Plenty of people are willing to volunteer their time for free because they like volunteering.

Q2. How important is the volunteering work to your organisation?

CR – The organisation benefits financially. I assume the volunteers get something from it otherwise why would they volunteer? (Interviewee laughs). Having different people input to the process give us all a different perspective which is good.

Q3. Are you aware of the personal needs of your volunteers and how do you feel the organisation meets these personal needs?

CR – Not really. When the need arises, we put up notices in the banking hall and put an ad on our website looking for volunteers. We always get a handful of responses. When we do, we go down through the applications looking for skills we can use and give those people a call to come down and have a chat. We offer them a position on our volunteers' panel and it usually involves a job that matches their skills. I assume in this way we meet their needs?

PR – Are you aware of any personal needs of the people who present themselves for a volunteering role?

CR – No. Not really.

Q4. Are you aware of any other needs not being met by volunteers due to time commitments taken up by them volunteering with you and if so, how are those issues being addressed?

CR – No idea. I never even thought about that. I assume because they volunteer and know the hours and work involved in advance, that this sits well with them in terms of their other worlds. Otherwise why would they volunteer?

Q5. To what degree does the absence of financial reward play a part in your volunteer's decision to volunteer?

CR – From the volunteer's perspective, I assume they don't need the money but do need the experience for whatever reason. So I'm thinking the absence of financial reward as you put it does not play a big part in the decision to volunteer.

Q6. What incentives to you provide to help motivate volunteers?

CR – I could say something crass like we provide them with a learning experience which they would not get elsewhere but that's not necessarily true. I think all volunteering experiences are pretty much the same. They give their time and experience and get something back in return. What that "something" is, I don't honestly know and I assume it can change from volunteer to volunteer I suppose.

Q7. If there are certain factors which currently enhance the volunteering experience what would those factors be, how long do you think your volunteers would continue volunteering for if they were removed and would you think that eventually they direct their energy towards something else if those factors were not restored?

CR – This happens all the time. The organisation is constantly developing and changing what with regulation and legislation amendments. Not to mention employment law and workers' rights and all that as well. The way I see it, if you're getting something from the experience that's greater than what you are putting in you stay. If not, you don't. Simple as that. We can go mad trying to please all the people all the time only to end up failing to please anybody.

The organisation is like an old fashioned bus. The kind you could hop on and hop off at the back. People jump on to the volunteering bus when they want to get somewhere and people jump off the volunteering when they arrive. Let's not over-complicate this.

Q8. Can you identify a number of factors which you believe your volunteers currently enjoy and/or require in order to remain a volunteer?

CR – I suppose once they are getting something from the experience. I don't really know to be honest.

Q9. Can you please prioritise them in order of importance in your opinion?

CR – not really.

Q10. How do you think volunteers justify the effort they put into the organisation?

CR – Not sure I understand the question. Do volunteers think that way on a conscious level? I don't know. I suppose subconsciously they must. What do I think? I think once they continue to enjoy the experience, they stay and when it stops been fun they leave. Or at least reconsider their position.

Q11. Does the organisation appreciate the value volunteers add to the organisation?

CR – We get that they "add value" as you put it. Do we appreciate it? No. I don't think we do. Remember the directors are all volunteers as well. We're down here four evenings a month at least. We make the sacrifice so that the credit union can survive. Where would we be if we all thought that way? I'm not here to be appreciated. I'm here to get the job done. My reward is the enjoyment of decision making that I get to do which I would not otherwise get. That's my reward. Not appreciation by others.

Q12. In your opinion do the volunteers understand this appreciation of value as well?

CR – I honestly think they are here for other reasons other than to be appreciated.

Q13. What is your organisations expectation of return for the time invested in development of the volunteering roles?

CR – It has to make commercial sense. If the time and effort invested in volunteers is not working out, it's time to end the relationship.

Q14. Is the effort equal to the return in your opinion?

CR – Not always.

Q15. Has this balance between input and output ever being out of balance for volunteers and if so, how was this imbalance addressed by the organisation?

CR – Happens all the time. Sometimes it just does not work out from the start, other times all it takes is a shift in personal circumstances to cause an imbalance. A new baby arriving on the scene for instance. That's a real game changer. No amount of "addressing" is going to sort that one out.

PR – Thank you for your time.

CR – Not at all. I hope it helps you. Good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 6: With PB - Volunteer

Background to Interview with PB. PB is a volunteer with a local credit union where I worked as a manager. I have since moved job but PB continues to volunteer her time there. This will be her third year volunteering.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you volunteer?

PB- It was about three years ago now since I started volunteering in the local credit union. I was not working and had just finished college with a degree in media studies. I wanted to keep active so I looked around for something to get involved in that would add to my knowledge base and be worthwhile.

PR – When you say "worthwhile" what do you mean? Please expand if you will.

PB – I suppose I'm referring to the nature of the organisation. If the purpose of the organisation is to produce something worthwhile I suppose. I know you are going to ask me the same question again (Interviewee laughs). I don't really know what I mean by worthwhile. I do know that the purpose of the organisation and what it's trying to achieve is important. Does that answer your question?

PR – Thank you. Did you feel the decision has in fact added to your knowledge base?

PB – Oh Jesus Yea. I had no idea what credit unions did really. I knew they were voluntary and gave out loans and stuff but that was all I knew.

PR – Can you say what knowledge specifically you learned?

PB – Oh sure! I can join new members. I can take in loan applications. I am able to help on the counter as a teller as well. I go wherever I am needed really and the credit union looks after me as a volunteer by making training available to me and allowing me the opportunity to develop my skills.

Q2. How important is the volunteering work that you do to you?

PB – Oh! That's a good question. Well I suppose I think it's very important (Interviewee laughs).

PR – Can you elaborate please?

PB – When you say "how important" are you referring to me, the credit union or the members?

PR – All three are stakeholders so I am asking from your perspective how important is the work that you do. How you wish to answer it is entirely up to you.

PB – OK! Well from my perspective I think it's important as I'm learning new skills so that's important. I think I do a good job so I believe the credit union benefits from me doing this as well. What was the other stakeholder?

PR – Members.

PB – Oh yea! Sorry. They are very important. It's all about the members. They own the credit union. That's something I learned since I started. It is very important that we deliver a good service. Members are very kind to me when I'm on the counter. They remember me and ask me how I'm getting on and stuff like that. I feel I am in the right place doing the right thing when I volunteer.

Q3. What personal needs of yours are being met by volunteering your time?

PB – I don't really think that way if you know what I mean. Sorry. I don't really understand the question. (Interviewee makes an embarrassed smile).

PR – You mentioned training and a sense of doing something worthwhile. Are there any other personal needs you get from doing this?

PB – Oh. I see. I suppose I get a sense of wellbeing if that makes any sense. I look forward to coming down. When the day comes that I don't I'll probably quit. There is a good sense of comradery among the other volunteers as well so it can be quite social.

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

PB – Yea sometimes. I have a regular time for being here and I am roistered to make sure someone is covering the duties. I do Friday evenings which can be a pain sometimes because

I might want to head out with friends. I do take the odd Friday off and let them know in advance but other times that's just not possible due to numbers and that's when it's a bit of a pain.

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

PB – I'm not sure I understand. Are you asking me if I specifically sought out unpaid work? If so than no is the answer. I knew it was a voluntary role from the start. I suppose knowing it was voluntary did make me think I am more likely to get work here than if it was a paid job where loads of applications would come in looking for as job. Like I said, I wanted to do something worthwhile. Financial reward was never in my mind. Now that you mention it though, I might start looking for a job in the credit unions. I have built up good skills and the feedback is very positive from the other officers. The manager seems to think I am good as well. We have feedback sessions with the manager once a year and he says I'm doing great. He keeps trying to develop me by encouraging me to do different things.

The second part of the interviews will be surrounding the Hertzberg theory of motivation and demotivation. This will be necessary to ascertain if the findings/outcomes from research carried out in the 1950's are still reflected/relevant in today's modern workforce.

Q6. What motivates you as a volunteer?

PB – That sounds like an earlier question to me.

PR – Try and answer it anyway please?

PB – OK! I'm motivated by knowing I do a worthwhile job. I also feel I do my job well. I know that that sounds like the same answer but I actually think the nature of the job and my ability to do well it are two different things if that makes sense.

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

PB – Wow! That's a long question. Can you give me the first bit again?

PR - If there are certain factors which currently enhance your volunteering experience what would those factors be?

Oh sure. Doing a good job, learning new skills, a sense of wellbeing, comradery and doing something worthwhile.

PR - How long do you think you would continue volunteering for if they were removed?

PB – It all depends on why they were removed. If they were replaced with other things which I would also enjoy then I would stay. I don't know. I suppose worst case scenario, if things got bad, I would stay out of loyalty for a while but let it be known that was not happy about the changes.

PR - Would you eventually direct your energy towards something else if those factors were not restored?

PB – Yes!

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

PB – I know I keep saying the same thing over and over but I suppose the lay man's word for it is the buzz. I enjoy the buzz of what I do.

PR – Can you elaborate?

PB – I'll try! There is something more about volunteering than the individual tasks that make up my time there. It's like another quality that I can only experience when I am doing my job as a volunteer. It is difficult to explain but I suppose its seeing the good that we do and how it benefits others. They say what goes around comes around and I never knew what that meant until I started volunteering. I enjoy certain aspects of my life in a way I never did before. It sort of messes with your whole value system if you know what I mean. It's been a real game changer for me. No regrets!

Q9. Can you please prioritise them in order of importance?

PB – These questions just get harder don't they? OK! Comradery, doing something worthwhile, helping others, a sense of wellbeing, doing a good job and learning new skills.

Q10. How do you justify the effort you put into the organisation?

PB – I don't think that way.

PR – Please try and answer the question.

PB – Justify the effort? I honestly don't see what I do as requiring effort. Like I said, If and when I stop getting what I want from the role, I will probably move on to something else. I suppose I just answered the question didn't I?

The final part of the interviews will be surrounding Vroom's theory that worker's expectations regarding input and process is proportionate to the worker's expectations of output.

Q11. Do you understand the value you add to the organisation?

PB - I think I do. Certainly after answering so many questions about volunteering I am more focused on the value I add and all that.

Q12. In your opinion does the organisation understand this value as well?

PB – Gosh! Now that you mention it......(Interviewee reflects for a few moments). I suppose they do but maybe not as front and centre as you might think. What I mean is, because we are a group of volunteers working together, we are not acutely aware that we are giving to the organisation all the time. When it comes to moments to give thanks such as speeches, the management and board are very praising of the volunteers so I suppose the answer is yes.

Q13. What is your expectation of return for your time invested in volunteering?

PB – Here we go again with the quirky questions. I think I am starting to understand the nature of the interview. To answer your question, my return on investment is met by the benefits I receive which far out-weigh the time invested. So on balance I am up on the deal. If that changes anytime soon, the credit union will be the first to know.

Q14. Is the effort equal to the return in your opinion?

PB – Totally.

Q15. Has this balance between input and output ever being out of balance for you and if so, how did this imbalance make you feel as a volunteer?

PB – Yes. When two volunteer tellers went on vacation together for two weeks during the summer last year. I was called upon far more than I was really prepared to give. I still did the

shifts but remember thinking this was unfair. I was not asked in advance and I had no say in the staffing of the place. So yea. There was a time when the balance as you call it went out of kilter. Not a good feeling and it lowered my overall sense of wellbeing now that I think of it.

PR – Thank you for your time.

PB – Is that it? Thank you I hope it helps and good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 7: With LB - Volunteer

Background to Interview with LB. LB is a volunteer in a community credit union. She was a student of business when she arrived over from the Netherlands the year before she joined the credit union. LB is a member of training and education committee. LB is also a teller and a lending officer. It is a medium sized credit union with assets of €45 million. The Credit Union again is a not-for-profit organisation in North Dublin.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you volunteer?

LB - There are many reasons to volunteer. Both mental and physical reasons. These differ for every person. For me personally it is the having a reason to get out of the house. Meeting new people. Learning to work in a different environment as a career path change and learning to deal with all the challenges that come with it both work related, people related and self-related challenges. Self-development is a great part of why I volunteer. Learning new skill and learning how to overcome many challenges that can occur at work and in life. Feeling like I am useful and potential assist in making a change in some peoples lifes.

Q2. How important is the volunteering work that you do to you?

LB - To me my role as a volunteer is incredibly important. Volunteering gives me a great feeling of accomplishment and fulfilment.

Q3. What personal needs of yours are being met by volunteering your time?

LB - Social enrichment. Redevelopment of work and personal skills. Gaining new friendships. And the feeling of making a difference. Being given the (every) opportunity to develop in every way i want.

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

LB - While volunteering I am unable to work full time at a paid position elsewhere.

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

LB - For me personally the absence of financial reward did not play a part. Having been unemployed for a significant time and needing to do something useful I was not missing it. In the absence of financial reward I gained valuable experience and new skill sets. A part time job was offered elsewhere and I took it however I remain as a volunteer for the mentioned experience and new skill sets which will set me up for a bigger career path in the future.

Q6. What motivates you as a volunteer?

LB - My motivations come from accomplishment/achievement. During my time as a volunteer I take on any and every project I can and am always eager to learn new things. Making improvements to systems/procedures or developing something that makes life easier on the member or the team gives me that. Working alongside others on the bigger picture challenges and to overcome them to ensure the security of the organisation (both physically and financially) gives me that.

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

LB - Having a manager and a team supporting these activities, enabling me to do what I enjoy doing. If this were to change I would not enjoy doing it as much as it would end up feeling like I am a machine on a sheet with resources. The personal relationships that naturally develop amongst the team are what make it so enjoyable and seeing the differences I am able to make. It would likely be a matter of mere weeks before I would give up without this.

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

LB - The personal touch to the contact with members and the freedom given to develop friendships amongst the team. The freedom to take initiative and be proactive. The lack of

cookie cut jobs meaning everyone helps out everywhere keeps the work very interesting.

Q9. Can you please prioritise them in order of importance?

LB -Freedom given to develop friendships amongst the team, the freedom to take initiative and be proactive, the personal touch to the contact with members, the lack of cookie cut jobs meaning everyone helps out everywhere keeps the work very interesting.

Q10. How do you justify the effort you put into the organisation?

LB - I justify my efforts and time by the experience i gain. This sets me up for a better position in future ventures of my personal and career life.

Q11. Do you understand the value you add to the organisation?

LB - Yes. I feel like I can make a difference.

Q12. In your opinion does the organisation understand this value as well?

LB - I like to believe that as stated above. I feel I can make a difference and I feel I have/do make a difference. I would be of the opinion that this is being seen and appreciated as bigger opportunities and challenges are being offered to me as a result. Greater responsibilities are being granted to me.

Q13. What is your expectation of return for your time invested in volunteering?

LB -My expectation would be to not be held back if i see something I want to do/learn. In the absence of financial rewards, experience is the next most valuable asset one can gain in order to eventually reap the financial benefits. Assistance in education I would like to pursue would be greatly appreciated.

Q14. Is the effort equal to the return in your opinion?

LB - I have been given every chance and opportunity. I have been given the chance and taken the chance to get some proper college education. I have learned many new things and learned a great deal about myself while volunteering. It has given me back confidence I had lost in the past and made me feel valued and useful.

Q15. Has this balance between input and output ever being out of balance for you and if so, what steps did you take to rectify this?

LB - I have always felt a fair balance between input and output. Due to outside factors for a short period this did lose its balance as some things took a turn and the volunteering became the things that brightened my day with no prospect of future security. This was rebalanced by chances offered as a result of co-workers and my manager noticed some dissatisfaction in some aspects of life. Everything in life will have ups and downs, but overall this is balanced well in the Credit Union.

Interview 8: With MH-Volunteer

Background to Interview with MH. MH is a volunteer in a community credit union. She was a former director of the same organisation for over 40 years. She was a founder member. She is also a member of the social committee arranging social events to allow interaction among all stakeholders and also a member of the credit committee which review board policy on lending as well as consider certain loan applications. It is a small to medium sized credit union with assets of €30 million. The Credit Union again is a not-for-profit organisation in North Dublin.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you volunteer?

MH – I got involved initially because my own personal circumstances left me with a lot of free time. I grew up in this area and knew that people did not have a lot of money and I wanted to help.

Q2. How important is the volunteering work that you do to you?

It's important because it keeps me active, social and busy. It also allows me focus on other people's problems rather than on my own.

Q3. What personal needs of yours are being met by volunteering your time?

MH – I like to give back to the local community and I am involved in many aspects of community life.

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

MH – No because I have changed and adapted over the years and I decide what committees I will go on based on the amount of time available.

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

MH – It had nothing to do with it. I do loads of voluntary work. I had a job all my life and I am retired now so money was never an issue.

Q6. What motivates you as a volunteer?

MH – It's always been part of my life. I am involved in other volunteer roles in other worlds. I am a natural born organiser who likes to keep busy anyway. So it's a natural step for me.

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

MH – the fact that I can come and go as I please or how it suits me and I can do as much or as little as I like. What I don't like are all these new rules and regulations.

If these aspects were removed I would probably stay but work at a lower level in the organisation where rules are less intrusive.

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

MH – Being part of something that makes a difference in other peoples live, the social aspect and simply helping people.

Q9. Can you please prioritise them in order of importance?

MH – Firstly, helping people, then making a difference and lastly, the social aspect I think.

Q10. How do you justify the effort you put into the organisation?

MH – I don't need to justify. I have a load of time on my hands and just need to keep busy. Sure what else would I be doing?

Q11. Do you understand the value you add to the organisation?

MH – I do. I did more in the past because I was able to make decision quicker. Now we have to comply with so many regulations that it just slows down everything. As times now the value feels intangible.

Q12. In your opinion does the organisation understand this value as well?

MH – Ah Yea. They always thank the volunteers every year at the annual meeting. I am actively involved in making sure that the volunteers are recognised and created a series of awards for volunteers. That was when I was a director.

Q13. What is your expectation of return for your time invested in volunteering?

MH – nothing really. It's just that people in the community are able to get finance easier.

Q14. Is the effort equal to the return in your opinion?

MH – Ah yes. Sure its great fun. You meet loads of nice people and it keeps you focused on the fact that not everyone had the same advantages as I had.

Q15. Has this balance between input and output ever being out of balance for you and if so,

MH – Ah Yea as I said before I don't like all the new rules. That why I stepped down as a director.

PR – Thank you for your time.

MH – Not at all. I enjoyed it. Good luck with your assignment.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the unique relationship which exists between current volunteers and current recruiters of volunteers in the current times we live in.

Interview 9: With DP - Volunteer

Background to Interview with DP. DP is a volunteer in an industrial credit union. He is also a member of the board oversight committee which review board practice. It is a medium sized credit union with assets of €60 million. The Credit Union is a not-for-profit organisation in West Dublin.

The first part of the interview will be surrounding the fulfilment of needs as described by Maslow.

Q1. Why do you volunteer?

DP - It allows me to gain board level experience which helps my CV.

Q2. How important is the volunteering work that you do to you?

DP - Personally at this stage on my life it is only important to me as long as i am learning new skills and developing professionally.

Q3. What personal needs of yours are being met by volunteering your time?

DP - Keeps me skilled and trained in sought after areas including governance. Develops confidence and communication skills. Provides opportunities to deal with people in settings where there may be conflict and disharmony.

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

DP - Yes it can be a real challenge trying to balance family life and maintaining personal relationships when volunteering takes up more time than expected.

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

DP - It limited the amount of time i was willing to volunteer. I would be happy to volunteer up until a certain amount of hours per month but thereafter a lack of reward would discourage me.

The second part of the interview will be surrounding motivational factors as described by Hertzberg.

Q6. What motivates you as a volunteer?

DP - On a personal level, professional development motivates me. Secondary to that is the desire to a good job for the organisation by being a voice for the members.

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

DP - A positive collegial atmosphere would be imperative. An emotionally draining experience would make me reconsider volunteering. Its important that all volunteers are treated very well.

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

DP – A -Sandwiches and tea/coffee at meetings, B -travel expenses covered, C - reasonable expectations regarding workload and time commitment, D - trust of other stakeholders and E - positive atmosphere.

Q9. Can you please prioritise them in order of importance?

E. D. A. C. B.

Q10. How do you justify the effort you put into the organisation?

DP - My colleagues were putting in effort too so I wanted to play an equal part and not let others down.

The final part of the interview will be surrounding expectancy (or expectations) as described by Vroom.

Q11. Do you understand the value you add to the organisation?

DP - Yes. In me the organisation gets a reliable and professional volunteer who is competent, ethical and capable.

Q12. In your opinion does the organisation understand this value as well?

DP - Yes.

Q13. What is your expectation of return for your time invested in volunteering?

DP - Reciprocity is essential. Without recognition for volunteerism the goodwill evaporates.

Q14. Is the effort equal to the return in your opinion?

DP – It's not important for it to be equal but over the long term both parties (volunteer and organisation) should have benefitted.

Q15. Has this balance between input and output ever being out of balance for you and if so, what steps would you take to rectify this?

DP - No.

PR – Thank you.

DP – You're welcome. Good luck with it.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the current volunteer needs, motivations and expectations.

Interview 10. With CR-Volunteer

Background to Interview with CR. CR is a volunteer in a community credit union. She was a student of physiotherapy when she joined the credit union. CR is not a member of any sub committees. CR is a clerical officer and a teller. It is a large credit union with assets of €125 million. The Credit Union again is a not-for-profit organisation in North Dublin.

The first part of the interviews will be surrounding the fulfilment of needs as described by Maslow. This will be necessary to ascertain what role and to what degree financial rewards play in the satisfaction of employees and if this changes given different circumstances and what those changes in circumstance might be.

Q1. Why do you volunteer?

CR - I volunteer because I think it's important to give something back and because it makes me feel like contributing. I also think it gives you an opportunity to develop skills that you might not otherwise have a chance to develop in your normal day to day job so it can be good experience for your CV.

Q2. How important is the volunteering work that you do to you?

CR - It is quite important to me at the moment and I don't have any other major commitments outside of work but as my life progresses I could see it taking more of a back seat and maybe not being a long term priority.

Q3. What personal needs of yours are being met by volunteering your time?

CR - The need to feel like I'm giving something back and the need to feel like I'm continuing to grow and develop as an individual.

Q4. Are there other needs not being met due to time commitments taken up by volunteering?

CR - Some evenings I am tired after work and the last thing I want to do is volunteer work. I think it could eventually lead to burn out if you didn't keep an eye on it. I also think it would be nice to receive more acknowledgement of the time you give to volunteering as sometimes it can feel a bit thankless or you can wonder why you're doing it.

Q5. To what degree did the absence of financial reward play a part in your decision to volunteer?

CR - It wasn't really a factor when I decided to volunteer. Once expenses are covered and it doesn't cost me anything financially I'm happy to do it.

The second part of the interview will be surrounding motivational factors as described by Hertzberg.

Q6. What motivates you as a volunteer?

CR - Sense of giving back/ philanthropy, the new skills gained and experience you may not otherwise have an opportunity to get. It's nice and interesting to explore something different to your day to day job. There is a nice sense of teamwork and community. Also, you learn new skills from other people and understand more how organisations work.

Q7. If there are certain factors which currently enhance your volunteering experience what would those factors be, how long do you think you would continue volunteering for if they were removed and would you eventually direct your energy towards something else if those factors were not restored?

CR - Time spent with other people is a factor for me. Volunteering with nice co-volunteers and the sense of community it brings is really nice. If that wasn't there I would probably continue to volunteer but it may not be as enjoyable for me and I may not continue long term or with the same enthusiasm for it. I may look for other opportunities to volunteer elsewhere.

Q8. Can you identify a number of factors which you currently enjoy and/or require in order to remain a volunteer?

CR - Sense of community, recognition for work done, a sense of achievement and teamwork.

Q9. Can you please prioritise them in order of importance?

CR -   1. Teamwork

2. Sense of community

3. Sense of achievement

4. Recognition for work done

Q10. How do you justify the effort you put into the organisation?

CR - I don't really understand the question.

PR – You volunteer your time for free. How do you justify this effort?

CR – OK. I get a feel good factor when I know I am helping out the credit union and my community. On a more tangible note, I am gaining experience in an area I would not otherwise get.

The final part of the interview will be surrounding expectancy (or expectations) as described by Vroom.

Q11. Do you understand the value you add to the organisation?

CR - I think I do but sometimes it would be nice if someone else highlighted it or to receive feedback from others within the organisation.

Q12. In your opinion does the organisation understand this value as well?

CR - I think they do but they could maybe make more of an effort to acknowledge it.

Q13. What is your expectation of return for your time invested in volunteering?

CR - Words of thanks or a small gesture maybe once or twice a year e.g. volunteer meal maybe. Just to feel appreciated.

Q14. Is the effort equal to the return in your opinion?

CR - Probably not equal but adequate. I know that volunteering as a concept is more about giving back so I don't expect a huge amount in return.

Q15. Has this balance between input and output ever being out of balance for you and if so, what steps would you take to rectify this?

CR – It happened once when I was overlooked for a promotion of sorts. A job I wanted to learn was given to someone else who, in my opinion, was less deserving. I brought it to my managers' attention and the matter was resolved amicably.

PR – Thank you.

DP – You're welcome. Good luck with it.

Once conducted, I will analysis the findings and conclude on the relevance and appropriateness of the theories in relation to the current volunteer needs, motivations and expectations.