



School of Business, Economics and IT  
Division of Business Administration

Bachelor's Thesis, 15 HE credits in Business Administration

# **Motivation factors within non-profit projects**

– How project leaders can motivate their project group

**Bachelor's thesis in Business  
Administration  
Spring term 2015**

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# Abstract

Bachelor's Thesis, Science in Business and Economics, 15 HE credits, spring term 2015.

**Title:** Motivation factors within non-profit projects – How project leaders can motivate their project group.

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Projects as a work model are becoming more and more popular and also within non-profit organizations. The non-profit organization however, cannot offer monetary rewards as compensation for the time people put in when working within non-profit organizations. They need to find other ways to motivate people to join the non-profit projects but also to remain within these projects.

The purpose of this study was to investigate which motivation factors were considered important within two student unions when joining a non-profit project. The purpose was also to investigate how project leaders should act in order to keep their project group motivated within these non-profit projects. To fulfill these purposes we investigated these problems qualitatively, through interviews and quantitatively, through a survey. 16 interviews were performed, seven with project leaders and nine with project workers and the survey resulted in 64 respondents.

In the theoretical part, the following motivation theories were used; Maslow's hierarchy of needs, Herzberg's two-factor theory, Vroom's expectancy theory, Hackman and Oldham's theory of motivation and McClelland's need theory. In addition to these theories, theories about non-profit motivation, leadership, and leadership within non-profit organizations were presented along with McGregor's theory X & Y. These theories formed the basis on which the empirical results were collected along with the interpretations of the results, which showed that some of the theories were more applicable than others.

The conclusions of the study showed that the most motivating factors were personal development, new experiences, social belonging as well as gaining merits to put on the résumé. A project leader who was motivating was also someone who was respondent, engaged, positive and who gave feedback, which were all very important for the volunteers' motivation.

**Keywords:** *Motivation, motivation factors, non-profit, volunteers, projects*

# Sammanfattning

Examensarbete i företagsekonomi, kandidatexamen - Organisation, 15 högskolepoäng  
vårterminen 2015.

**Titel:** Motivationsfaktorer inom ideella projekt – Hur projektledare kan motivera sin projektgrupp.

**Författare:** Lina Jansson & Maiken Sørensen

Projekt som arbetsmodell blir alltmer populär även inom den ideella verksamheten. Ideella organisationer har dock inte möjlighet att erbjuda lön som kompensation till människor som engagerar sin tid i den ideella organisationen utan behöver finna andra sätt att motivera människor att dels ansluta sig till de ideella projekten och dels att stanna inom dessa projekt.

Syftet med denna studie var att undersöka vilka motivationsfaktorer som ideellt engagerade inom två studentkårer ansåg vara viktiga för att gå med i ett ideellt projekt. Syftet var också att undersöka hur projektledare kan gå tillväga för att hålla sin projektgrupp motiverad inom dessa ideella projekt. För att uppnå syftet undersökte vi dessa problem kvalitativt, genom intervjuer samt kvantitativt, genom enkäter. Det genomfördes 16 intervjuer, sju med projektledare och nio med projektarbetare och enkäten resulterade i 64 svar.

I teoridelen användes motivationsteorierna Maslows behovshierarki, Herzbergs tvåfaktorteori, Vrooms förväntansteori, Hackman och Oldhams motivationsteori samt McClellands behovsteori. Utöver det presenterades även teorier om ideell motivation, teorier om ledarskap, McGregors teori X & Y samt teorier om ledarskap inom ideell verksamhet. Dessa teorier utgjorde grunden för insamlingen av empirin samt för tolkningen av resultatet, som visade att vissa av teorierna var mer applicerbara än andra.

Resultatet av studien visade att de faktorer som var mest motiverande var personlig utveckling, nya erfarenheter, social tillhörighet samt meriter att sätta på sitt CV. En projektledare som var motiverande var även någon som var lyhörd, engagerad, positiv och som gav feedback vilket var viktigt för volontärernas motivation.

**Nyckelord:** *Motivation, motivationsfaktorer, ideellt, volontärer, projekt*

# Preface

First of all we would like to thank all of the participants and respondents who took their time to take part in our interviews and answer our survey. Further we would like to thank our supervisor Anna Karin Olsson and our examiner Ahmad Ahmadi for their support and good advice during the writing process.

We would also like to thank all of our opponents for their thoughts and ideas for improvement.

Finally, a special thanks to Marcus Pallvid at Drivhuset for making us see the bigger picture.

Lina Jansson & Maiken Sørensen  
Trollhättan 2015-05-27

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# 1. Introduction

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*The chapter will be initiated with a background for the area of the study, where we will be placing it in a larger context and then through the problem discussion demonstrate the problem and why it is interesting to research. We will thereafter present our research questions and the purpose of the study.*

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## 1.1 Background

Work motivation is considered a drive force for an organization's performance and since many organizations are becoming more project-oriented it is of primary interest to connect work motivation within project-based and traditional organizations (Bredillet & Dwivedula, 2010).

As a work model, projects can be traced far back in time and has become a popular model in today's society (Lundqvist & Marcusson, 2012). A project is characterized by four criteria's, goal-oriented, temporary, limited and unique. One of the most substantial strengths within a project is that it often has simple and distinct goals which all project workers accepts and work towards, during a limited time period. Not only do projects have a time limit, they are also limited in money as well as in other resources. They are not similar to something that has been done earlier, they are unique and are always involving new aspects (Antvik & Sjöholm, 2008). The project's result, product or service is also of unique character (Project Management Institute, 2015).

A form of project is non-profit projects, where the individuals do volunteer work, meaning they do not receive any monetary rewards for their work effort. Because of this, the individual's motivation is an absolutely necessary factor to have in consideration when studying why individuals tend to work voluntarily (Bang, Ross & Reio, 2013).

Even though thorough research exists about work motivation within organizational behavior, the research about work motivation within project management (Bredillet & Dwivedula, 2010) and also within non-profit projects is limited. Although, before a project leader can motivate its project group, it can be necessary to find a definition of motivation, in order to get an extended view of what motivation really is or can be defined as. Mitchell (1982) defines motivation as follows:

The term motivation is derived from the Latin word "movere" which means to move. Motivation is what moves us from boredom to interest. It is like the

steering wheel of a vehicle that directs our activities. Motivation represents those psychological processes that cause the arousal, direction, and persistence of voluntary activities that are goal oriented.  
(Mitchell, 1982, see Islam & Ismail, 2008, p. 344)

Apart from being defined as something that moves people to do something, motivation is also an important factor when it comes to make employees work at their highest performance level since money is not the answer for having a devoted workforce (Chamorro-Premuzic, 2013). It leads employers to use their knowledge and skills while working and it is through motivation employees experience and expertise is initiated, started, energized and then continued through application (Clark, 2003).

Previous research by Maslow (1943), Hackman and Oldham (1975) and McClelland (1987) provides us with some factors, which are considered to motivate people, such as self-actualization, doing something meaningful, affiliation motives and salary. However, previous research done by Kovach (1987) has shown that it is not good wages that motivates employees; this actually comes in fifth place on a scale from one to ten. Factors that are more motivating is appreciation for the work they do, being involved in decisions and similar, job security and getting sympathetic help with their personal problems and such (Kovach, 1987). Previous research by Basford and Offermann (2012) shows that one motivation factor for staying at a workplace is the relationship between co-workers. A good relationship with co-workers has a positive impact on work motivation, and even more interestingly the motivation did not differ based on the job status of the employee just as long as the relationship with the co-workers was good (Basford & Offermann, 2012).

## **1.2 Problem discussion**

A non-profit project may not always have the resources to focus on the external rewards and therefore often offer other rewards. In order to implement a successful project, these motivation factors needs to be identified. Our belief is that in order to achieve a successful non-profit project, the volunteers have to be motivated to perform their best and it is essential that the project leader is able to motivate the volunteers.

Even though it exists a large amount of research about work motivation within organizational behavior, there is limited research about work motivation within project management (Bredillet & Dwivedula, 2010). This also concerns the research about motivation factors within non-profit projects, which is close to nonexistent. Some of the traditional motivation factors, such as individual development, social satisfaction, achievement and monetary rewards (Canós-Darós, 2013) can be applied onto non-profit projects, but not all of them. Smith (1994, see Bussell & Forbes, 2001) argues that

external rewards in non-profit projects are more difficult to give since the volunteers do not get any monetary rewards or secondary benefits.

The problem is that there is not as comprising research about motivation factors within non-profit projects. Because projects as a work model have become an increasingly common model (Lundqvist & Marcusson, 2012), it can be beneficial to identify intrinsic motivation factors that can be applied onto traditional projects as well as non-profit projects. By doing this, it can provide a chance to improve the results of both types of projects.

One problem within non-profit projects is that volunteers often are not obligated to remain in the project in the same way as a traditional project, where there often is a binding employment contract between an employee and a project. A challenge for a project leader will therefor be to find ways to get volunteers to remain in the non-profit projects. Chambre (1987, see Bussell & Forbes, 2001) implies that one way to retain volunteers is by having an understanding for the motives that actually motivates them and Bang, Ross and Reio (2013) emphasizes that a valuable asset within non-profit projects are the enthusiastic and committed volunteers. A non-profit project needs to be fun and interesting, but also rewarding for the volunteers. The social community is also an important factor to why people choose to engage as volunteers (Bussell & Forbes, 2001).

Both of us have personal experiences from working in projects and non-profit organizations as well as previous knowledge from studies within project management, which have given us some preconception within the subject. This has led us to develop an interest in the subject of both project work and motivation, and also the combination of these two. From engagement in different non-profit projects, we have also been given the insight that people's motivation to volunteer lies deeper than external rewards, which has given us groundwork for this thesis.

With this background and introduction, we are hoping to identify the essential motivation factors, which can encourage volunteers by applying traditional motivation factors onto non-profit projects. We have also chosen to define our topic to non-profit projects and motivation to get more depth in our research.

### **1.3 Research questions**

- Which motivation factors attract people to join and stay in non-profit projects?
- How should a project leader act in order to motivate the project group within non-profit projects?

## **1.4 Purpose**

The purpose of this thesis is to contribute to a greater understanding of what motivates volunteers and to provide deep knowledge on how project leaders can motivate their project group within non-profit projects. We hope this thesis will create value for project leaders within non-profit projects but also to project leaders within remunerated projects so they can motivate employees with more factors than only wages.

## 2. Method

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*We will in this chapter describe how we have proceeded with the thesis. Further, we will motivate our chosen approaches and why they are adequate for this study. A discussion about selection, source critique, ethical principles and transferability will also follow.*

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### 2.1 Scholarly approach

Our research strategy is based on a qualitative approach where we, through a more interpretive approach looked at the relationship between theory and our empirical research (Bryman & Bell, 2011).

The hermeneutic approach is an analytic and interpretive approach, and the opposite of positivism, which is based on finding absolute truth or knowledge. We are in this thesis not seeking absolute knowledge; we want to go deeper than just what we can see with our minds and what we can calculate with our logic (Thurén, 2007). The hermeneutic approach is more about understanding and not just comprehending intellectually (Thurén, 2007), and this is what we are seeking with this thesis.

The purpose of this thesis was to investigate which factors motivate a project group within non-profit projects. The purpose was also to see how project leaders create this motivation or if it is possible that the project workers can create their own motivation. Because of this, it was important to work in a way that would give us the opportunity to understand and see the whole picture of the chosen topic. The interpretations that were made are imprinted by our own values and understandings that were based on a hermeneutic approach. However, this approach will also make it possible for others to understand the interpretations being made in the thesis in a different way.

### 2.2 Investigation approach

The thesis has both a qualitative and a quantitative approach, also called triangulation or mixed methods research. We have performed both interview studies and a survey, to reach the empirical material we were seeking. According to Björklund and Paulsson (2003) a qualitative approach gives the possibility to create a more profound understanding for a specific subject. One of the disadvantages with the qualitative approach is that it is harder to replicate compared to the quantitative approach, this because the qualitative approach often is dependent on the investigator's own ingenuity. It is also hard to make generalizations about the result since the research is performed with a small number of participants at a certain setting (Björklund & Paulsson, 2003;

Bryman & Bell, 2011). Quantitative approaches are often studies that can be measured or estimated with numbers, which is why surveys are a method often used with a quantitative approach (Björklund & Paulsson, 2003). A quantitative approach with a survey is able to reach out to more participants than a profound interview study, but critics are aligned to quantitative researchers due to the fact that qualitative researchers argue that a natural scientific model do not fit a study of the social reality (Bryman & Bell, 2011).

Bryman (2006, see Bryman & Bell, 2011 p. 630) argues that the mix of qualitative and quantitative data should combine and enlighten each other. Triangulation, according to Webb et al. (1966, see Bryman & Bell, 2011 p. 404), is a special approach when using more than one method and is also something that can result in a higher transferability regarding the results of a study. It can also be used in both qualitative and quantitative studies, to control the collected data (Bryman & Bell, 2011). The combination of a qualitative and quantitative approach can also imply that the benefits of each approach can be strengthened and the disadvantages can either be avoided completely or defended by the combination of approaches (Bryman & Bell, 2011).

As we in this thesis were seeking to investigate which motivation factors that can influence people in a project, it was for us important to collect both profound interviews and complement with a survey, to see if the motivational factors gathered by the survey correspond with the motivational factors gathered through the interviews.

## **2.3 Data collection**

To collect data we chose to perform both interviews and a survey in order to gain as broad a view as possible. All data was collected in Swedish and later translated into English.

### *2.3.1 Interviews*

Prior to the interviews, we created two semi-structured interview guides (see Appendix 1 and Appendix 2). One aligned to project leaders and one for project workers, and the themes in the interview guides were motivation, leadership and volunteer work. The interview guides were created to make sure the questions would be as open as possible, to not lead the participants to where we wanted, but to try to get as honest answers as possible (Björklund & Paulsson, 2003). We also wanted the majority of questions to provide the opportunity for reflection and wanted as far as possible avoid questions giving affirmative and negative answers (Bryman & Bell, 2011). Dalen (2008) points out that accuracy when writing the interview questions are very important, and there should be no need for any prior knowledge about the subjects the questions broach.

Before we interviewed our participants, we tested our interview guide. This test-interview was worthwhile, as we got a lot of feedback on our guide, and also some suggestions on how to improve the questions to be sure we would receive the answers we were seeking.

We hoped all of our interviews would be conducted in person, but as some of the interviewees were very busy, we had to conduct some interviews by phone. Almost all of the interviews were conducted by both of us present, which was important for us in order to assure we got all the answers needed and that we did not forget any important part of the interviews. Dalen (2008) recommends that qualitative interviews should be recorded in order to give an accurate reproduction and to gather the participants' own words. The interviews were therefore documented both by notes and by sound recording. The sound recording were later on transcribed into texts to ensure we had fully understood what the participants had answered but also to guarantee that no important part of the interviews were lost.

Most of the interviews took place at the chosen organizations, as this is a natural place to gather for the participants. The interviews lasted between 15-30 minutes and this depended a lot on how much the participants had to say or how much time they took to think the questions through. Dalen (2008) argues it does not necessarily have to be something negative if a participant takes some time to think through the questions before answering them.

### 2.3.2 *Survey*

As a complement to the profound interviews, we also followed through with a survey created in Google Forms, which was posted on Facebook (see Appendix 3 and Appendix 4). The survey regarded motivation and leadership within non-profit projects and its aim was to complement the results from the interviews and see if the same motivational factors were brought up in the survey and by doing so make the study more transferable.

The reason the survey was posted on Facebook was because we wanted take advantage of our contacts with a background or experience within non-profit projects. These people were also located in different parts of the country and had a wide age distribution. We also wanted the collection of responses to go quite fast, and by using Facebook we could reach many people in a short matter of time. Our friends also shared the survey on their Facebook-pages, which made it reach out to more people. A positive aspect with sharing the survey on Facebook was that we gathered responses from not only students, but also people who are engaged in different non-profit projects. The respondents varied in age, which can also be in our favor. The collection of respondents were in this case not completely random, since we posted it on social media, but we had, on the other hand, little control over who actually answered our survey. Because of this we could not be sure all of the answers were accurate and that the respondents in question actually had been

working within non-profit projects. We did not have the same control over whom the survey reached out to, as we would have had if we had passed out the survey in person or sent it to respondents per mail. However the survey had a final count of 64 answers, which was a high answering frequency.

## **2.4 Selection**

There are a variety of non-profit organizations in today's society, with both different goals and purposes. With the research question to research motivation factors within the non-profit project, we wanted to find an organization whose completed or ongoing projects were non-profit to the extent that only the project leader was remunerated. By finding an organization with several non-profit projects, it gave us the opportunity to interview people from different projects and in that way compare and see if there were different motivation factors in different projects or if they are all largely the same. With this background, we chose to implement the study on two student unions in Sweden, where all projects are non-profit. Student unions often have similar projects going on, amongst other, career fair days and introduction weeks for the new students, which gave us a possibility to interview people within similar projects as well. The two student unions had different qualities, as they were located in different geographic locations, they were of different sizes and they represented different study orientations. Most of the students who choose to engage in a student union do this outside of their school hours and often have the same conditions.

### *2.4.1 Selection of participants and respondents*

In order to receive as broad a perspective as possible, we chose to interview individuals from different non-profit projects performed by students engaged in two student unions. The selection of participants has been a convenience sample, which in other words can be explained as a sample, consisting of people who happen to be available to the researcher at the moment (Bryman & Bell, 2011). We were able to choose our participants ourselves, which can be seen as both positive and negative. Our participants do represent different faculties and studies at the universities they are attending. There was a purpose behind this, as Bryman and Bell (2011) implicates that a problem with interviewing students within the same faculty or study can be that they constitute a ruled sample and cannot represent all the students at a university, or in this case, a student union. Apart from covering different projects within the different student unions, the representation from different faculties and studies could provide with different insights on the subject we were researching. Another positive aspect is that we obtained the opportunity to gather information from people within the same type of projects. We can also, increasingly, assure that the project leaders did not chose the participants based on what they thought about or would say about the project, as the project leader in this case was not aware of

which members of the project group we chose to interview. A negative aspect with a convenience sample though, can be that the sample is not representative for, in this case all people engaging in non-profit projects, and the results cannot be generalized. They can, on the other hand, provide the possibilities to make connections with existing results or be a springboard for continued research (Bryman & Bell, 2011).

One criteria was that the participants should be equally divided between project workers and project leaders, this because we wanted to see the motivation factors from two different sides in the projects. Apart from this, there have not been any other criteria for selection.

In total, we interviewed 16 people, from eight different projects. We managed to make it almost even between project workers and project leaders, as there was seven project leaders and nine project workers interviewed.

## **2.5 Ethical principles**

All the interviews were recorded, and all the participants gave their consent to do so. We have, to the possible extent, tried to keep the participants anonymous in this study.

Before the interviews, we made sure all the participants understood what the study was about, its purpose, how long the interviews would take, and that their participation was completely voluntary and the respondents could stop the interview at any time. We have also been very clear on how we would use the information gathered and that the information gathered was only to be used in the research (Bryman & Bell, 2011). We also tried to the extent it was possible, not to ask questions that may be perceived as offensive, invasive or otherwise contrary to ethics and morality.

## **2.6 Analysis methods**

We chose to interpret the theory and empirical evidence from a combination of inductive and deductive called abductive reasoning. The abductive reasoning can be divided into two steps, were the researcher first uses an inductive reasoning. This reasoning can be explained as research that has no connections to previous research or theories. The second step is where the researcher uses the deductive reasoning, meaning a hypothesis is created based on previously conducted theories and then the empirical evidence is tested based on that hypothesis (Patel & Davidson, 2011).

We started our investigation by working in an inductive reasoning by stating a research question we wanted to find the answer to, with no connection to any previous theories. In

order to collect the empirical evidence we studied both previous research and theories within the chosen topic. We then interpreted the empirical evidence by using the theories and previous research we found, which means we used a deductive reasoning by developing the previous theories by using our conclusions from the empirical evidence. The empirics and the theory were compared in order to find similarities and differences, and this was done part by part to make sure nothing was left out.

## **2.7 Reliability, transferability and validity**

Reliability can be explained as to what extent a research will obtain the same result if performed again (Bryman & Bell, 2011). Disadvantages with the chosen way of collecting data, is among other that the participants may be dishonest when answering our interview questions. There can be several reasons for this, for instance that the volunteers answers in a way that “pleases” their project leader or the interviewers or that the project leaders answers in a way that portray themselves better than they are. These are factors that can affect the reliability of the study. By making the interviews anonymous, our hope was that this would not be the case in this study. Considering that we through a convenience sample chose the participants ourselves, their project leaders did not know that they were being interviewed, which is also a factor that can contribute to getting as honest answers as possible.

Another aspect we chose to take into consideration is the use of control questions, which contribute to that the aspects are being researched again, but in a different way, which can increase the reliability of a study (Björklund & Paulsson, 2003). Triangulation, which we used in our study, is something that can increase a study’s reliability, according to Björklund and Paulsson (2003) and according to Bryman and Bell (2011) it can also result in a higher transferability.

When it comes to transferability, which is defined as to which extent the results can be applicable in other contexts (Bryman & Bell, 2011). We only conducted data from two student unions, which can make it difficult to transfer the results onto other projects within different, but also within similar fields. It can be hard to generalize the results and draw the conclusion that our findings can be applied to all non-profit projects. But as we are not seeking absolute knowledge, due to the hermeneutic approach (Thurén, 2007), this was not an issue for our study.

As we also chose to conduct data through a quantitative approach by doing a survey, in order to make the answers more covering, even though they do not contain the same depth as the interviews with the participants, another aspect we took into consideration was the validity of the study. Bryman and Bell (2011) defines validity as to which extent the results actually reflect what was intended to be measured. The survey-questions were

constructed in a way that they would not be misinterpreted and the survey was also conducted so the respondents could be anonymous.

### 3. Theoretical frame of reference

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*In this chapter we will present chosen literature and previous research. The chapter will start with a presentation of motivation, which will be broadened with extrinsic and intrinsic motivation. Thereafter, we will continue with some classic motivation theories; Maslow's theory of human motivation, Herzberg's hygiene and motivation factors, Vroom's expectation theory, Hackman and Oldham's theory of motivation and McClelland's need theory. Furthermore, we will present research about motivation within projects' specific. We will round off with a review of leadership, present McGregor's X and Y theory and leadership within projects'.*

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#### 3.1 Choice of collection of literature

The collection of theory started with reviewing previous studies and theories about motivation and projects, which resulted in the chosen problem area and the research question. Previous theses about motivation have been used for inspiration and for suggestions on theories and references.

Search words: "Project-management" "motivation" "project groups" "project" "project-based organization" "motivation theories" "teams" "team motivation" "Abraham Maslow" "David McClelland" "Frederick Herzberg" "Two factor theory" "Theory X and Theory Y" "Douglas McGregor" "leadership in projects" "leadership" "non-profit" "volunteer" "volunteer work" "Vroom" "motivation within projects"

We have chosen to use theories from Maslow, Herzberg, McGregor, McClelland, Hackman and Oldham and Vroom and even though their theories were originated between 1940 and 1990, they are still relevant in today's research field. Even though they still are relevant, we have had a critical approach towards the theories, due to the fact that the society has changed significantly since the 1940's.

Many of the other previous studies used in this thesis are from 2000 and onwards. An argument for this is that we did not find as many studies relevant for our thesis from the past three to five years. We experience that the research in the area has changed its direction, and it is therefore more difficult to find relevant studies. This has led to the fact that our chosen previous studies are from 2000 and onwards. However, we have kept a critical approach to these studies, even though we consider that the studies still are relevant. The previous studies and articles used in the theoretical frame of reference are all peer reviewed, and this is a sign that the world of research stands behind these.

As our searches did not give us any relevant results regarding motivation within non-profit projects, the searches were instead divided into several different categories in order to still receive as broad a view of the area as possible. Thus, we managed to get a broad perspective through this combination of searches.

### **3.2 Motivation**

To be driven to do something is the meaning of the term “to be motivated”. A person who is energized and inspired is considered to be motivated, while someone who feels they lack inspiration and drive are labeled as unmotivated (Ryan & Deci, 2000). The human motivation is tied to our emotions in a complicated way. The employee motivation is instead correlated to our emotional intelligence and has an immediate impact on personal social achievement goals (Crumpton, 2013).

Motivation leads employees to use their knowledge and skills while working and it is through motivation their experience and expertise is initiated, started, energized and then continued through application (Clark, 2003). Leaders can use some basic motivational techniques in order to coach and motivate their employees. These techniques consist of; rewarding and giving positive feedback, asking questions to show interest and listen to what employees has to say and respond appropriately and provide employees with incentives of non-monetary form. These techniques are typical to use in normal work environments but when it comes to keeping people motivated during a longer period it is necessary to have leadership. Leaders must learn how to read individuals’ emotional signs in order to know how to motivate them (Crumpton, 2013). It is argued that teams, as well as individuals, are motivated by those things they believe will help them to achieve their most highly valued goals (Clark, 2005).

McClelland (1987) describes motivation as conscious intents, like inner thoughts, that humans make from observing behaviors’. Motives are what drives, orients and selects behavior (McClelland, 1987). Herzberg (see Basset-Jones and Lloyd, 2005) suggested that motivation can be seen as an “internal self-charging battery” and it needs to come from within. Motivation is also considered an important factor when it comes to projects, since an unmotivated project group is more likely to fail than a motivated one (Brenner, 2007).

#### *3.2.1 Motivation within projects*

A project is described as when individuals gather around a mutual task or challenge that require cooperation in order to succeed and that creates a feeling of affiliation (Ljung, 2011; Schutz, 1997 see Ljung, 2011). The criteria for something to be called a project are usually that it has a time and budget limitation and also that the project is unique.

Other criteria that are common is that the project is temporary and that it has a specific goal but also a certain amount of people who are involved (Söderlund, 2005, see Ljung, 2011; Packendorff, 1993, see Ljung, 2011).

By working in teams individuals can potentially achieve more than they can when working alone (Clark, 2005), but if the project group is unmotivated it is more likely that the project will fail (Brenner, 2007). Since the end-goal of projects is to be finished in time, to have a happy customer and to stay within the budget, the project leader knows that it is necessary to motivate the project team so they will perform in best possible way. There is however some ways a leader can inspire the project group for a high performance, such as identifying a shared vision. It is also important to recognize and reward good performance as well as sharing responsibilities and success. Another important aspect a project leader needs to take into consideration is to make the team members feel like they are important to the team and also boost their self-esteem, for instance by telling them they did a good job (Brenner, 2007). By motivating the project team the leader may have a team that produces an adequate and effective result (Redick et al., 2014).

### *3.2.2 Volunteers' motivation within non-profit projects*

Since volunteers operate within thousands of different organizations it is extremely difficult to give an accurate definition of what a volunteer really is (Bussell & Forbes, 2001; Gaskin, 1999, see Bussell & Forbes, 2001). However it is common that volunteers contribute their time with no remuneration as compensation (Smith, 1994, see Bussell & Forbes, 2001). By having an understanding for what motivates the volunteers the organizations can have a greater success in both retaining and recruiting volunteers (Chambre, 1987, see Bussell & Forbes, 2001). Many volunteers gain a rewarding experience from the activity itself but people also tend to act on selfish motives such as satisfying important psychological and social goals (Bussell & Forbes, 2001; Cnaan & Goldberg-Glen, 1991, see Bussell & Forbes, 2001).

A valuable asset within non-profit organizations are enthusiastic and committed volunteers. A person's willingness to devote a substantial time and effort without monetary rewards in relation to one's attitude toward and organization can be considered as volunteer organizational commitment. Even though volunteers do not receive any extrinsic motivation factors, such as monetary rewards, it is plausible they instead have beliefs or expectations concerning the organization, which are unique and can be seen as intrinsic motivation (Bang, Ross and Reio, 2013).

### 3.2.3 Intrinsic and extrinsic motivations

Intrinsic motivation exists within individuals as well as in the relationship between activities and individuals. The intrinsic motivation that exists between one person and a certain activity does not necessarily have to exist for another person. This type of motivation is created because a person finds an activity challenging or fun; it is simply the activity itself that is the reward. The intrinsic motivation factor is an important one but most of the activities people perform are due to extrinsic motivation. The extrinsic motivation is that kind of motivation which gives people some sort of instrumental value. The primary reason for individuals' behavior and the willingness to perform tasks is based on the value that is added by others such as family, friends and the society to which the individual wishes to feel belongingness to (Ryan & Deci, 2000).

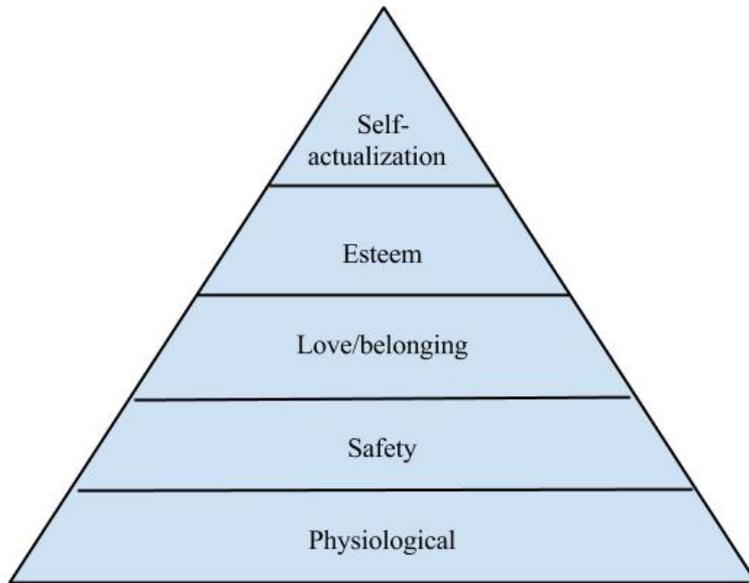
### 3.3 Classic motivation theories

There are many types of motivation factors, both intrinsic and extrinsic; *Self-motivation*, such as achievement, risk, interest, need for self-actualization and relationship with colleagues, *Management*, such as influence, leadership style, personal acknowledgment and supportive management, *Development*, such as individual development plan, social satisfaction and developing themselves and others, *Communication*, such as shared knowledge, information and feedback from others. Other motivation factors can be awards, values and beliefs and teamwork (Canós-Darós, 2013). These can be seen in many of the motivation theories provided by researchers such as Maslow, Herzberg, Vroom, Hackman and Oldham and McClelland, which will be presented below.

#### 3.3.1 Maslow's theory of human motivation

Abraham Maslow's hierarchy of needs, which were first published in 1943 has been one of the cornerstones when it comes to need theories, and several other researchers has published modified versions of the hierarchy of needs or other need theories based on this (Maslow, 1943; McClelland, 1987; Herzberg 1993).

The physiological needs are the first step on the hierarchy pyramid and refer to needs as hunger, sleep and other physical needs. The second step is the safety need, meaning the individual has a need of feeling safe and protected in both their personal and work life. The next step is the love/belonging needs, which is a social need that refers to the need of love and affection. The fourth step, the need for esteem then refers to need for self-esteem and self-confidence. The last step is the need for self-actualization, which means the individual does what he or she is best at. These steps are related to each other and the next need in the hierarchy cannot be filled unless the previous one is fulfilled (Maslow, 1943).



**Figure 1 Maslow's hierarchy of needs (remodeled from Maslow, 1943)**

Maslow's hierarchy of needs can be remodeled into a hierarchy of needs in a working context, which was done by Stephens in 2000. Salary is considered to be the lowest step of the model and it is claimed that if individuals feel they are fairly paid they will not devote much thoughts to their salary, unless other environmental factors makes them do so. The next need is the need for job security, which involves both the psychical and physical security. The need for social belonging comes after this, which is followed by self-esteem at the workplace and the final step, which is self-actualization (Maslow & Stephens, 2000).



**Figure 2 Maslow's hierarchy of needs in a working context (Remodeled model from Maslow & Stephens, 2000)**

Critique about Maslow's hierarchy of needs consist among others about how Maslow has been misrepresented:

In spite of the hierarchy's good pedigree and wide recognition, we believe that current textbook treatment suffers in three ways: (a) Maslow is misreported and misunderstood, (b) the positive message is undercut by references to non-validating research, and (c) the hierarchy of needs is taken out of context and offered in a too narrow perspective, thereby losing its original intent and spirit. (O'Connor & Yballe, 2007, p. 739)

Even though the hierarchy of needs has gotten some critique, the theory is still being used in today's' research. In 2011, Freitas and Leonard did a study about student academic success related to Maslow's hierarchy of needs. The study identified both physiological and psychosocial needs and analyzed how these could affect a student's academic success. A year later, in 2012, Medcalf, Hoffman and Boatwright performed a study where they researched children's dreams with help from Maslow's hierarchy of needs. The hypotheses for the study were "that Maslow score and Maslow highest were influenced by gender, income, ethnicity, and grade" (Medcalf, Hoffman & Boatwright, 2012, p. 1324).

### *3.3.2 Herzberg's two factor theory*

Herzberg, Mausner and Snyderman (1993) defines two different factors when it comes to what people want from their work, factors of hygiene and factors of motivation and this theory was constructed in the 1960s.

Factors of hygiene refer to factors such as "supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits and job security" (Herzberg, Mausner & Snyderman 1993, p. 113). Hygiene factors can be associated with the principles of medical hygiene and can be seen as preventive instead of curative factors. When deleterious factors are present in the context of work, they contribute to dissatisfactory work attitudes (Herzberg, Mausner & Snyderman, 1993). Herzberg, Mausner and Snyderman (1993) also stated that when the hygiene factors are improved, they contribute to remove obstacles regarding positive job attitudes. However, these factors does not lead to a higher satisfaction at the workplace, they will only help to prevent work dissatisfaction.

Factors of motivation on the other hand, refers to factors that help satisfy a person's need for self-actualization at work and as a result lead to a positive work attitude (Herzberg, Mausner & Snyderman, 1993). Herzberg, Mausner and Snyderman (1993) notes that the motivation factors are important factors for people within their jobs, when they do not

focus on what makes them dissatisfied. A person needs to feel like he or she is part of something valuable and is needed to fulfill the project.

Motivation factors concerning a person's need for improvement and development concerning their work and hygiene factors are a fundamental base for the motivation factors as hygiene factors are associated with fair treatment at the workplace, concerning elements such as compensation, working conditions and administration (Herzberg, Mausner & Snyderman, 1993). Even though these two groups are well connected, they are not connected when it comes to motivation. If the needs for hygiene factors are fulfilled, this does not motivate the workers to their high levels of individual job satisfaction or extra performance, they only contribute to prevent any dissatisfaction that can lead to poor work performance. Herzberg, Mausner and Snyderman (1993) claim that the two factors motivating qualities are essentially different.

Basset-Jones and Lloyd (2005) state "at the crudest level, Herzberg's results have been translated into the axiom that while inadequate financial reward can demotivate, nevertheless, beyond a limited threshold, money is a hygiene factor and does not motivate" (Basset-Jones & Lloyd, 2005, p. 932). Hong Tan and Waheed (2011) on the other hand, argue that salary has been proved to be inconclusive when it comes to the position as a motivator or hygiene factor. The results of Herzberg's theory can vary though, depending on which industry the test is conducted in and when it comes to making a distinction between the hygiene and motivation factors, extensive criticism has been brought up. This is mainly because some factors only fall within one of the two groups, but with some factors it can be harder to make a conclusion about (Hong Tan & Waheed, 2011).

### *3.3.3 Expectancy theory*

Victor Vroom formed a theory called expectancy theory in 1964. Briefly, it is about what motivates individuals at a workplace. Here the needs are not enough to motivate, instead motivation and willingness to perform is something that emerges when a person wants something. The core of the theory is valence, instrumentality and expectation, also shortened as the VIE theory. Vroom (1995) argues that the theory has become a 'dominant process theory of work motivation' (p. xvii). Expectancy theory is built on a formula for motivation, which states that if the valence is zero, the motivation will also be zero. The two factors are dependent of each other, as valence is multiplied with expectancy, which will create motivation.

Vroom (1995) defines valence as what you rather prefer, e.g. "he prefers  $x$  to not  $x$ " (1995, p. 18), meaning he prefers to do something rather than not to do something. When a person is indifferent to an act, he or she is considered to have zero valence. Valence can, though, spread through a wide area of both negative and positive values (Vroom, 1995). A person also needs to believe there is a connection between effort and the result and that

this result is leading towards a reward, which can be explained as expectancy. Specific results gained by a person are dependent on not only the choices he or she is making, but also situations beyond a person's control (Vroom, 1995). The model is based on a person's motivation to achieve something extra, and the fact that not everyone has the condition to achieve this result. Instrumentality is about how a person needs to believe he or she will get a reward when the expected result is achieved (Vroom, 1995).

In 1994, Vroom criticized his own work by saying "I would, however, be much more cautious in stating the theory formally as I did in 1964 [...] My revised expectancy theory would also devote more attention to the arousal of motives" (Vroom, 1995, pp. xix-xx).

Even though Vroom himself criticizes his own theory it is still used in up to date researches. Gyurko (2010) applied Vroom's expectancy theory when investigating "the prediction of motivation to advance one's nursing education." (Gyurko, 2010, p. 506). Vroom's theory was used to help the nurse's educators understand which motivation factors that could lead to success in their midcareer educational advancement, and also to see if it was possible to manipulate the factors in order to increase that success (Gyurko, 2010). Another researcher, Ernst (2015), also performed a study using Vroom's expectancy theory where he investigated students' motivation regarding completion of paper and online student evaluation of teaching (SET).

### *3.3.4 Hackman and Oldham's theory of motivation*

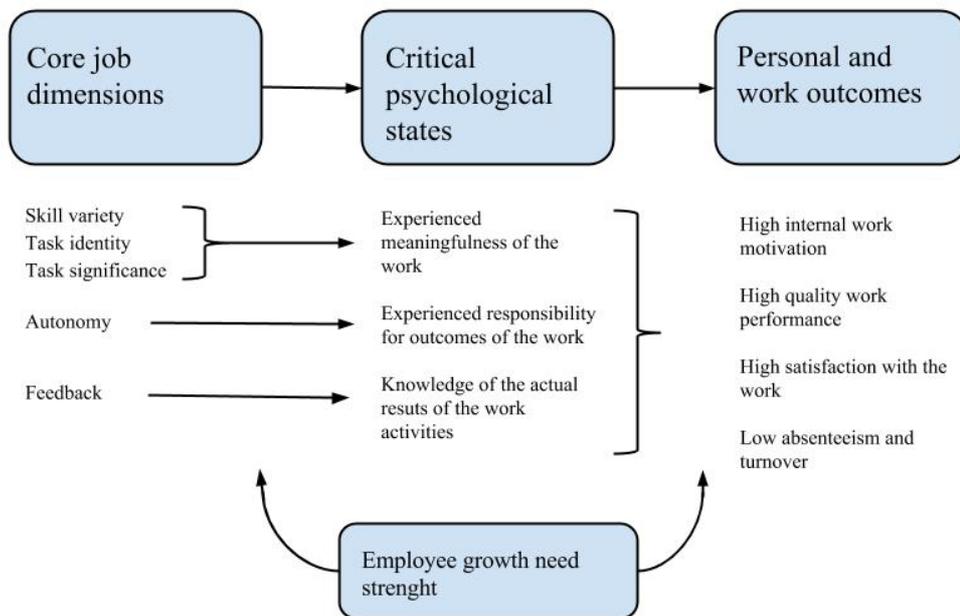
In 1975, Hackman and Oldham created a theory of how organizational factors can be used as an instrument to increase employees' motivation and job satisfaction (Hackman & Oldham, 1975).

The theory is based on three critical psychological states which all needs to be present for an employee in order improve one's motivation and job satisfaction and these three psychological states are "experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of the results of the work activities" (Hackman & Oldham, 1975, p. 160). Five fundamental job dimensions, skill variety, task identity, task significance, autonomy and feedback create the psychological states.

Skill variety is defined by to which extent a work requires different activities to accomplish the work task, involving the use of a variety of different skills and talents. Task identity is about the degree to which a work task can be seen with an outcome from beginning to end. Task significance on the other hand, states that the work needs to mean something; it has to have an impact on lives or work of other people. Autonomy regards that the work has to provide freedom and independence as well as the possibility for scheduling the work. Feedback from the job itself is defined by the degree of the

possibility to get a direct and clear reaction regarding a person’s performance (Hackman & Oldham, 1975).

Hackman and Oldham (1975) pointed out that the psychological state experienced meaningfulness of the work is primarily increased by three of the five fundamental job dimensions, skill variety, and task identity and task significance. One of the other states, experienced responsibility for work outcomes is affected by the high autonomy of a job and the third psychological state, knowledge of results, is instead influenced by a job high on feedback.



**Figure 3 Hackman and Oldham’s model for motivation (remodeled from Hackman and Oldham 1975, p. 161)**

In 2014 Batchelor et al. applied Hackman and Oldham’s theory of motivation onto a research about entrepreneurship. Ali and Zia-ur-Rehman also performed a research in 2014, where they instead applied Hackman and Oldham’s theory to a study on job satisfaction within the FMCG’s sector in Pakistan. This shows that Hackman and Oldham’s theory is still used in up to date research.

### 3.3.5 McClelland’s Need Theory

David McClelland constructed the need theory based on motive systems he considered important. This theory consists of the achievement motive, the affiliation motive and the power motive.

Achievement is defined as when a person accomplishes something that is considered difficult and this is done as independently and rapidly as possible. McClelland (1987) defines that a person with a big achievement motive is often more creative and more inclined to do things in another way than has been done before. These individuals take more responsibility to solve problems and sets high but reachable goals for themselves. In addition, they are afraid to fail along the way. The reward or incentive for the achievement motive is explained as “doing something better”. This incentive can be regarded as a form of intrinsic motivation since the “doing something better”-part is for a person’s own sake.

Affiliation can be defined as having a good cooperation and staying loyal to an allied other. People have a need for interacting with other people and try to avoid conflicts. They are also in need of being liked by others. “Individuals with a strong affiliation motive will also perform better on tasks that do not involve affiliation content if the incentive in the situation is shifted from achievement to affiliation” (McClelland, 1987, p. 248). Humans with a high affiliation need have a tendency to more quickly learn social relationships, they also engage in more dialogs with other people (McClelland, 1987).

The desire for power “plays a major role in the shaping of the human condition” according to McClelland (1975, p. 5). Human beings are, according to many personality researchers, characterized by a power need. Individuals with a high power characteristic are more likely to see themselves in negative terms, which leads to the consequence that they have a negative self-image. Humans with high power often surround themselves with people who are not in position to compete with their prestige or are lesser known, so they can be led (McClelland, 1987). These people are more likely to be chosen as the best leader. The power motive is often bigger amongst people who want to practice control over others and they are also often attracted to situations that can provide status and success. Humans with a high power motive are also more likely to endure both dangers and physical risks (McClelland, 1987).

### **3.4 Leadership**

Leadership has many definitions by different researchers. McClelland (1987) provides some characteristics a leaders should have that would make them good leaders; caring for others, self-control and discipline, concern for just reward and respect for institutional authority. Although leadership is not only dependent on the leaders personal characteristics but also on what kind of characteristics the other people in the group have (McClelland, 1987).

### 3.4.1 Leadership within projects

One of the greatest challenges a project leader has to face is to get the project members to work together as a team (Redick et al., 2014). Clark (2005) claims it is often more challenging to motivate a team than motivating a single person.

When a project leader is able to effectively motivate others, build cohesive teams, and resolve conflict without affecting the personality of the team, he or she heightens the potential of successful outcomes of the project and the team. (Redick. et al., 2014, p. 24).

It is important that the project leaders motivate their team as well as bring inspiration to the team. When this is done, the members feel that they are being highly valued, that they are given opportunities to develop and that they communicate well with the other team members (Brenner, 2007). Communication is important within projects, it is important to involve all individuals in the group. It is also important to understand that all individuals are not on the same emotional and communicational level, which may require that the leader have to take time to learn about the others and chose the best way of communicating with them (Redick, et al., 2014). By having a team with good communication it can help the team members to improve their own growth but also to make accomplishments within the project which will increase the members confidence. By improving communication and trust within the team it is also more likely the project leader will have a team with high performance. It is crucial to keep the project team informed since it helps build the team's focus and gives them a greater understanding of what is expected of them (Brenner, 2007). A leader has to have trust in the employees/team in order to delegate and empower (Barry, 2012; see Redick et al., 2014). Another important factor for the project leader is that she or he has to stay positive since people have a tendency of following people who have a can-do attitude against tasks (Barry, 2012; see Redick et al., 2014).

Redick et al. (2014) indicates that it is important to remember that being a *boss* does not have to mean that you are a leader, since bosses manage but leaders inspire. Leaders who will lead their followers to success are those who have a natural ability to inspire excellence while still showing humility and strength (Redick et al., 2014).

Within projects it is important with team dynamics because a projects most valuable resource is its people. This means the project has to start off with the right people who have an optimal mix of skills and is able to work together as a team in a satisfying way (Redick et al., 2014). It is also important that the project team sees the project leader as part of the team, as a good team player and as a positive influence and a good role model (Brenner, 2007).

### 3.4.2 McGregor's Theory X and Theory Y

It is not only interesting to investigate how the project team experience their project leader but also how the leader perceive his or her workers. Douglas McGregor (1966a, 1966b) founded a theory called "Theory X and Theory Y" which involves how leaders look at their employees in different ways, either that they are lazy and prefers to be led or that they are capable of taking responsibilities.

In Theory X McGregor consider that it is the manager's responsibility to organize productive elements such as materials, people, money and equipment. McGregor believed people are lazy by nature meaning they work as little as possible. He also believed man lacks ambition, is resistant to change, dislikes responsibility and prefers to be led. If the managers do not motivate, control and direct their employees they will become passive and even resistant to the organizational needs. The theory X type of leadership is considered to be authoritarian and McGregor found that the world needed a new type of leadership that could take into account people's need for self-realization (McGregor, 1966a, 1966b).

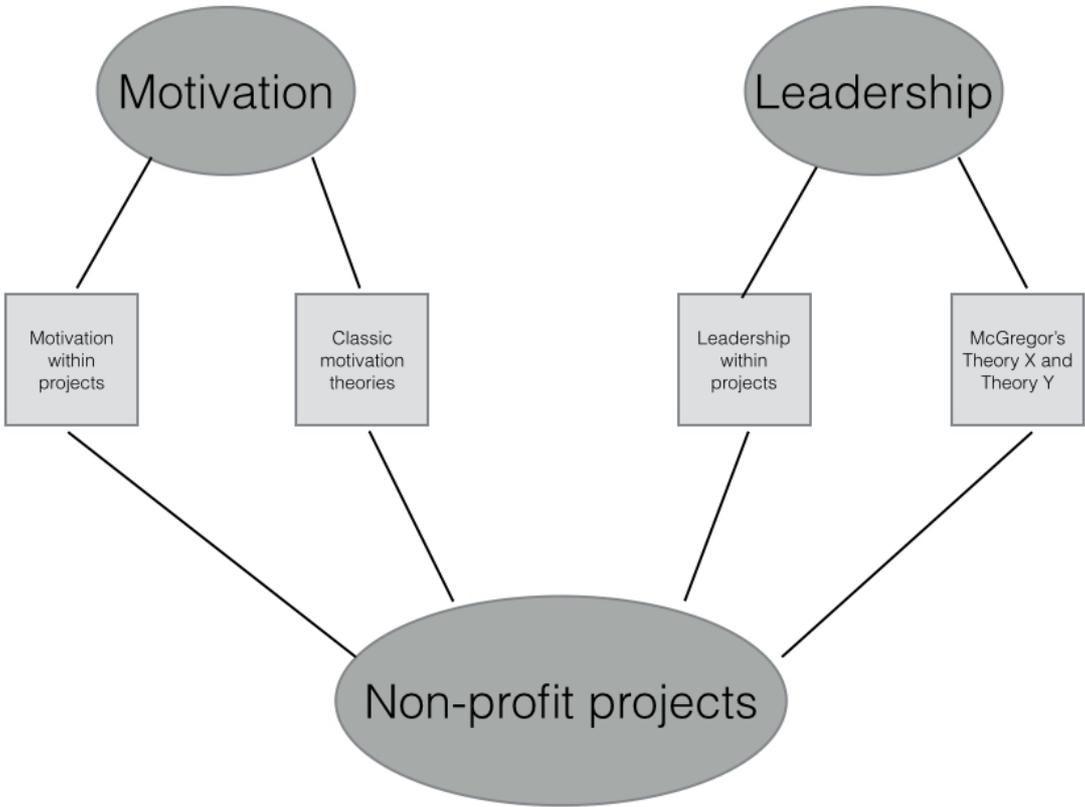
He then founded Theory Y, which can be described as a democratic type of leadership. In Theory Y McGregor instead believe people are not passive by nature and if they seem passive it is due to organizational experiences. Peoples potential for development, their motivation and the capability for taking responsibility are in fact present by nature and not something that managers put there. The managers' responsibility here is to make people recognize these characteristics and then develop them for themselves. The leaders need to motivate people to use their full potential in order to reach self-realization and to make sure the organizations goals are accomplished (McGregor, 1966a, 1966b).

"In a perfect world, the project team will consist of all Theory Y employees" (Brenner, 2007, p. 17). This is because the Theory Y employees are committed to their work and enjoy it and are at the same time self-motivated. It could be suffering for the project to have several or even one Theory X member since these people has a poor attitude and does not like to work. If these people are not motivated by the project leader it could result in budget and time schedule exceeds or even lack in quality of the project (Brenner, 2007).

## 3.5 Analysis model

The analysis model consists of two themes, *motivation* and *leadership*, which both have two subcategories. These two subcategories consist of classic theories and project

directed theories. Through these categories we will analyze our empirical and theoretical results to research how motivation and leadership are applicable on non-profit projects.



**Figure 4 Analysis model**

## 4. Empirical evidence

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*In this chapter we will present the data conducted through interviews and the survey. Initially we will present our participants and respondents and then pursue with the results from both the interviews and the survey.*

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### 4.1 Presentation of participants and respondents

As mentioned in the method chapter we have interviewed 16 participants, seven project leaders and nine project workers. The project workers from the interviews will be shortened as PW and the project leaders as PL. In addition to the interview we have also used a survey, which were answered by 64 respondents, divided by 46 project workers and 18 project leaders.

#### 4.1.1 Structure of the empirical chapter

We have chosen to present the empirical evidence as a combination of all of our interviews since most of the participants answered in a similar way. This was done so the section would be easier to read and to ensure we would not have to repeat ourselves.

The chapter will follow the same structure as the theoretical framework and will start with motivation, move on to motivation factors and then bring up the participants and respondents thoughts about leadership and its impact on motivation within a project.

### 4.2 Motivation

We asked the participants if they could describe what motivation was for them, and three recurring factors were the motive force, that they felt driven to do something, the personal development and social advantages such as meeting a lot of new people. PW4 said; “and the willingness to get outside the comfort zone. It's unpleasant, but I know I have to get out”. PL2 contributed with the following statement of what motivation was; “Motivation is actually presumably a desire, to want something for a persons' own sake above all, so it is not the want for external factors, thus not giving you money to do this but rather because you seek personal development”.

Some of the participants found it hard to describe what motivation was for them, as they considered it to be different things depending on different situations. Other participants told us they were being motivated by doing something they considered to be fun and that

you should not feel forced to do it; “You should not feel compelled by it, that does not motivate me. Then it is not fun and it should be fun” (PW8).

“But motivation is naturally not only a challenge and a team spirit but also to see a result of course, to see that you are getting somewhere and that you are moving forward and things are happening” (PL6). To see the results of a project or task that has been done, and also to contribute with something positive; “[...] it is fun when you see that it really is rewarding for others as well as to notice that people really think it is fun, that you feel you are contributing with something positive” (PW5) were also something that some of the participants found motivating.

PL4 talked a lot about how motivation for him/her was, apart from personal development, to find a way to motivate others;

For me individually, it is how I see that I develop in my role as a leader in a project. Then I become motivated when I manage to motivate others, because I have developed a lot within this non-profit organization, and then you have to find incentives for other people, for you cannot exactly say that you get a raise for this in this kind of organization [the student union]. But you will have to find other ways, and I think this is fun, when you find this glow in others, it makes me kind of want to fight harder and do more. (PL4)

#### *4.2.1 Lack of motivation*

The participants were asked to tell us about when they had lack of motivation during their projects. Most of the participants stated that during all projects there is a time period where you are not motivated, it is just a natural part during the time of the project. Some of the participants also argued that when they did not feel they obtained any personal development from working with the project, they did not feel motivated.

Some considered that setbacks led to a lack of motivation while others were even more motivated by the challenge of solving these setbacks. Stress and when having too much to do was also considered to be factors leading to a lack of motivation.

#### *4.2.2 Motivation factors within non-profit projects*

After making the participants describe what motivation was for them, we also asked them what motivation factors motivated them to work as volunteers in non-profit projects. Many of the participants had similar answers and recurring factors that were considered important were social belonging, new experiences, personal development, and having

fun. Factors such as the volunteer work experience would be a good thing to put on the résumé was one motivation factor but was not one of the most important factors.

PW1 gave the following statement about the social part; “Fellowship I think, and in some way it probably is like this in any project in some way, that one becomes a part of a group. [...] Above all, in various non-profit engagements” and PW6 summarized it all with following quote; “You get new experiences and knowledge and new friends, including people that you think that you would not hang out with otherwise and that is very good”.

Another participant described the experience gained from working within a project was motivation for him or her to join the non-profit project he or she was active in. Regarding the factor new experiences, many of the participants said that apart from the engagement often leading to new experiences; you also learn a lot of new things, which both can be connected with personal development as well as learning, for instance how a project function or that money not always has to be the biggest motivation factor.

[...] it is such an experience, you learn so incredibly much, even though you do not get paid with money, the experience is extremely good to have in the future as well, and the patience, to cooperate with. Not having money as motivation to create something successful that is what I think it is. (PW8)

[...] you really get a lot of experience by either working in a student pub or working in a project, meet companies, you do it a lot both for the experience and for projects. (PL3)

Some of the participants believe that within a non-profit project or organization, personal development is closely associated with why someone decides to volunteer; “I believe that in a non-profit engagement personal development is very tightly associated with it [the engagement]. Many people say that joining this kind of organization, they want something to put on their résumé, but it is about so much more” (PL4). Other participants had the comprehension that it instead was about testing your own limits in order to see how much you can handle, which also can be a great experience when it someday is time to get a job. By testing your limits with help from a non-profit engagement, you probably know how much you can handle later on. Another thing PW4 talked about was the self-esteem when engaging in a non-profit project;

It is also that... you go in and do something and then you get something back, which you not only get from the people in, for instance projects and so on, but from the others as well. And, it is very nice for the self-esteem, which is not something that you should hide. It is very, very good to get a pat on the back, with the saying ‘damn you are really good’ [...] (PW4).

PW4 also argued that the affirmation need alone could be reason enough to join a project; “[...] Affirmation needs in some way with others, to feel that you actually mean

something in a context and that might be enough. This need can be so strong that one chooses to join a project” and there were several participants who mentioned the same factor, but they also said they thought it could be an important factor for others, and not for themselves in particular. Some also said that the affirmation could contribute to a person’s personal development as well.

Other participants decided to engage in a non-profit project because they thought they could not handle the project, and engaged in it in order to rise up to the challenge, and amongst them were PL5; “It was from the beginning probably mainly because I felt it was a great challenge, I did not think that I could cope with it, and I have noticed I sure can and that has been my greatest motivation, I would say”.

Apart from the personal development, another important motivation factor was that the non-profit engagement had to be fun, and it was a lot about a person’s interest in a project as well, which PW3 talked a lot about, especially about the combination of fun and interest and they go hand in hand;

It is about interest especially. Consequently, you should not get into a project, non-profit, if you do not know from the start that this is what you want, that you find it fun to do. [...] There are those that leap into a lot of things but halfway through drops out because they realize that it is not fun, and then it is very likely the interest that is missing. (PW3)

PL2 also discussed that the different parts of a project also should be fun, even the parts that may be considered “more boring” than others;

And then it is a lot about it being fun. It should be fun when you go to meetings and it should be fun when you implement it [the project], and you shall feel that you are a part of something that is very fun and that you do, kind of, it should benefit them [the project group] in every way and it shall never, consequently volunteers should never feel that it will be hard going somewhere because then it will not be good and people will drop out and it will be a big problem. So there are these things as well, it has to be fun and it has to, yes, well be stimulating in many ways. (PL2).

Something which has been prominent during the interviews, was that a lot of the motivation factors are linked together, and the participants often does not engage in a non-profit project solely because of one factor, which is something PW7 relates to; “[...] My volunteering is solely based on that I want, because I study, I would not see that I can have fun, during my studies, if I do not volunteer, because of all the people that I meet and how much I learn from it”.

A lot of the participants also explained that they thought other people engage in non-profit projects or other volunteering activities because it would be a good thing to put on their résumé, whereas PW9 said “I think that much is about gaining experience and to

make things appear at the résumé” and PL1 contributed with the statement “there are those who are being motivated by something so simple as things on a résumé”. PL3 argued that the résumé-part also was common within the student union; “I surely believe that résumé is a thing that motivates within the organization as well” and PL2 instead described it the following way; “some also consider it [non-profit engagements] to be a good merit”.

In addition to the factors most of the participants listed, a lot of other factors were also mentioned by the participants, but not to the same extent and the participants also talked about why people chose to engage in non-profit. PW3 explained that he believed justice for the students could be one reason why people chose to volunteer in the student union; “I believe within the student union that motivation to engage in non-profit is because you believe in justice sort of, in terms of student-related matters, the monitoring of education, and such things” (PW3). PL4 instead talked about a kind of crush on the organization; “It is incredibly hard [to identify the most important motivation factors] when you do volunteer work, it has for me partly been some kind of love for this organization, that you all the time want to make it better for the students” (PL4).

PW8 said that the reason he or she decided to engage in the student union was the familiar feeling he or she gets from it; “I moved here, not knowing anyone and it was a completely new school, a new city and it [the student union] has however in some way become an extra family, when you live here all alone” (PW8). A few other participants instead talked about that everyone who decides to volunteer do it on the same terms, they do not join to pick up a salary, but instead it is so much more that the volunteers seek. PL1 contributed with her or his thoughts on the matter; “There I think that it is the right sort of affirmation and fellowship, what you do has to be fun or otherwise you will not do it voluntarily. If you get paid you can do boring things” (PL1).

When we asked PW7 why he or she chose to engage in non-profit projects we got the following answer;

If it is something that benefits you and you feel that this will lead somewhere but at the same time is fun, [...] or is it something you are interested in and it can benefit your future I cannot see how someone cannot help but do it and if it's within a reasonable timeframe that fits with the rest of your life. (PW7)

As a complement to the interviews, we stated some motivation factors in our survey, to see if the survey respondents would confirm the answers we got during the interviews. We investigated if these factors were important for the non-profit workers motivation. The questions were if they were motivated if they had responsibility within the project, if development within the project were important for motivation and if the relationship to the other workers were important for their motivation. The respondents who stated that they were project workers were also given the questions if the relationship with the project leader and if feedback from the project leader were important to their motivation.

| <b>Motivation factors from both project leaders and workers (n = 64)</b> | <b>Completely agree</b> | <b>Agree to some extent</b> | <b>Neither</b> | <b>Disagree to some extent</b> | <b>Completely disagree</b> |
|--|-------------------------|-----------------------------|----------------|--------------------------------|----------------------------|
| Relationship with other workers  | 84,4%                   | 12,5%                       | 3,1%           | 0,0%                           | 0,0%                       |
| Development  | 76,6%                   | 20,3%                       | 3,1%           | 0,0%                           | 0,0%                       |
| Responsibility   | 62,5%                   | 34,4%                       | 1,6%           | 0,0%                           | 0,0%                       |
| <b>Motivation factors from project workers (n = 46)</b>                  |                         |                             |                |                                |                            |
| Relationship with project leader   | 78,3%                   | 17,4%                       | 4,3%           | 0,0%                           | 0,0%                       |
| Feedback   | 56,5%                   | 43,5%                       | 0,0%           | 0,0%                           | 0,0%                       |

**Table 1 Motivation factors conducted in the survey.**

Most of the respondents claimed that development within the project was motivating for them, which confirms the answers we got from the interviews, were many of the participants claimed that personal development was an important motivation factor. Another recurring factor was the relationship with other workers in the project group, which can be associated with the answers from the interviews, were a lot of the participants mentioned the fellowship and social interaction with the other project workers was important.

### **4.3 Leadership**

In addition to asking the participants about motivation factors we asked questions about leadership and the leader's impact on the project workers motivation, as well as questions about relationships within a project group.

#### *4.3.1 Relationships*

The participants were asked about their view on the relationship with the project leader but also about the relationship towards the other project members. Almost everyone considered that a good relationship was important; "Absolutely, especially if it is non-profit, then you have to, the sooner you make a bond, the more fun you can have during most of the time. The sooner people get to know each other the faster you can work effectively and actually be more excited to be working together" (PW7).

Some of the participants even considered that the relationship within the project group was important for the workers motivation: "[...] when it comes to motivation it is the

project leader who has the primary responsibility but I still believe it is also the group, you have to help and motivate each other” (PL1).

I believe that it is important that you invite everyone in order to make them feel involved and that it increases the motivation. Essential to create any type of motivation is that the project leader does not decide everything that needs to be done, because I think that will lead to a project group that quickly drops out and does not enjoy the project. (PW9)

Motivation is something that I believe is important for the entire group. That even if the project leader motivates the others within the group, that is important, but also that the others within the group can motivate each other. It is not only the leader’s responsibility but everyone’s. (PW8).

The interviews gave similar answers as the survey did, meaning almost all of our participants and respondents considered good relationships important for their motivation.

However, even though many of the participants argued that a good relation was important for the motivation, it is not always necessary that the relationship is of a friendship kind;

[...] you do not have to have a good friendship but it has to be a good relationship. You can hate each other in your private life, I have seen that that works as well as long as everyone has an adequately high level of professionalism and might understand why you are where you are. You still have to have a good relationship, at least their work role. (PL1)

But another project leader found that liking each other was important; “[...] I believe it is important to like your project leader, that the project workers like the project leader and that they like each other. “ (PL5).

#### *4.3.2 Leadership within non-profit projects*

Some of the project leaders said that one important thing to remember when working as a leader within a non-profit project is that everyone who is participating are there on a voluntary basis. This was also supported by one of the survey respondents; “If it is within a non-profit organization you have to accept and respect that not everyone is willing to prioritize their time in the same way as you are.” However, even if the volunteers are working freely PL1 argues that this does not mean that the volunteers can do whatever and however they want, they still have to finish the tasks they accept to do. PL2 argues that since it is voluntary the project leader has to be flexible and be ready to put in extra hours if it happens that some of the volunteers decide to drop out.

Another thing to keep in mind, according to PL1, is that there is a difference between being a project leader and being a “regular” leader. Within projects, traditional and non-profit, the project leader has to be aware of the different phases a project consists of. PL1 also considered that it is important to be well prepared on what a project is. This viewpoint was also shared with PW8 who claimed that if you do not know enough about the subject in question there is not enough to be dedicated to the project.

When trying to motivate volunteers within a non-profit project, PL1 considers being a good role model, inspire the volunteers and encourage them are important qualities for a leader.

#### *4.3.3 Theory X and Theory Y leadership*

The human as an individual is very smart, but I think that the human in a group is not so smart. They need someone to watch and follow, I think we are like that, purely psychological, psychical that is how we are. (PW3)

The participants were asked if they considered leadership as an important factor when working in projects and most of them claimed that this was the case. The quote above is one answer we got from one of the project workers.

However some participants indicated that leadership was not always as important, depending on the situation. PW6 argues, “It depends entirely on what kind of surroundings and situations the leader is in”. This viewpoint is not supported by everyone else: “It [leadership] is actually the most important thing, especially within non-profit organizations, where you have to get as many people as possible to want to get involved” (PW4). “A project will never become anything without a good leadership” (PW1).

The interview participants were asked to name three characteristics a great leader should have, some of these qualities such as engaged, positive, determined, structured, humble, and responsive and faithful towards their project group were mentioned by two or more of the participants. The participants were also asked why they choose these three qualities. PL5 explained: “Responsive, humble but also determined. Because I feel that it is always about motivating the team and in order to do so you have to treat the team well.” To be responsive was argued by PL3 as important both for the project group but also for the project management itself. PL6 did also imply that responsiveness was important for the project group; “Responsive because it is very important to listen and to get a sense of their group and to have the ability to see and to sometimes see what might not be said out loud but that must be experienced subconsciously” (PL6). This is also valuable since you can find those things that make people be passionate about something, which is important to benefit from according to PL4.

Engaged was described as important since “You cannot expect the best of the project unless you are willing to put all of your time into the project” (PW1). Something that goes hand in hand with being engaged is ambitious: “because you really have to be passionate about what you do, be prepared to give blood, sweat and tears and a lot of your time and do it with joyfulness” (PL6). PL2 agrees with this in the way that if you work hard you are motivating for others and inspire them to do the same.

It is good to be honest, there are probably many ideas that can pop up within a project group that should not be a part of the project, and in those cases honesty is good. To be humble can be useful when telling the group this and to be humble against the group. At the same time staying positive, since if you have many ideas man [within the group] it is valuable to encourage their ideas and other thoughts. (PW6)

A leader should also be caring and consider other people’s feelings and desires. Some of the participants also considered being happy and positive as a good quality since it is easier for the project workers to be motivated if they are in a happy environment. The participants did also consider it important that the project leader considered himself or herself as a team player and not someone who is above everyone else.

We also conducted a question in the survey where the respondents were asked to name some qualities they found important for a project leader. Within the group of project workers, five or more respondents wrote that engaged, positive, humble, honest, communicative, responsive, distinct, structured and delegated were the most important. Within the group of project leaders (which were a much smaller group of respondents) two or more people wrote that engaged, inspiring, motivating, democratic, communicative, responsive, determined, and patient and a natural sense of leadership were the most important characteristics for a project leader. Many of the qualities found in the survey were the same as those described by our interview participants, showing that these qualities are considered important.

Even though someone looks good on paper and has most of the “good” qualities described this might not make them a good leader; “Not everyone is a good leader no matter how much they want it or how good they are theoretically” (Survey-respondent).

We also asked the participants about qualities that were not desired in a leader. Some found it harder to describe how a leader should not be compared to how a leader should be. However they described qualities such as egoistic, afraid of conflicts, being a dictator and having a bossy personality; “Egoistic is something a leader should not be since it is a group of people that you have to take into consideration, it is important that they feel comfortable [...]” (PW8). “[...] when you do things only for your own personal gain, you have to put your own gain and prestige aside sometimes [...]” (PL1)

PW6 also described that a leader that has a bossy personality will create a team that is not motivated. The leader should not, according to PL6, have a negative approach towards changes and new ideas. A leader should not be “dramatic about setbacks, if you blow things out of proportion it can stir things up a lot” (PL3) in negative way.

#### **4.4 Summary of empirical findings**

The most common motivation factors described by our participants were personal development, social interaction and gaining new experiences. Some also considered gaining a merit to put on their résumé as motivating, but this was not the most motivating factor. Most of the participants also considered that a strong leadership was important for the project and for the motivation of the workers. A strong leader was described as someone who was engaged, caring, responsive and humble but even if a person had all of these “good” qualities it does not necessary mean that the person will be a good leader according to our respondents.

## 5. Analysis

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*We will in this chapter analyze the findings from our collected data and connect these findings with the theories presented in the theoretical frame of reference.*

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### 5.1 Motivation

According to Ryan and Deci (2000), to be driven to do something is the same as being motivated and this was also how our participants described the meaning of motivation for them. Crumpton (2013) implicates that the human motivation is tied to our emotions in a complicated way and there is a difference between human motivation and employee motivation, where there instead is a correlation to the emotional intelligence. The work motivation instead has an impact on the personal social achievement goal. Something our participants talked about, was the willingness to get out of their own comfort zone, which can be related to the social achievement goal Crumpton (2013) mentions. It can also be related to what the participants said about wanting to do something for their own sake and for their personal development. One part of the personal development can be the social part, the part where a person feels some kind of fellowship with others, especially in a project group. By developing a relationship with these people, it can be one side of a person's social achievement goal and it can also contribute to a person's personal development.

Wanting something for your own sake can also be connected to what Clark (2003) says about how motivation can lead an employee to use both their knowledge and skills while working. Within a project, where a task or challenge requires cooperation (Ljung 2011; Schutz, 1997 see Ljung 2011), an important part can be to assign different tasks to different people depending on what they, within the specific project, can do best. The people within a project group can, by getting to do what they feel they are best at within the project, also get something they want for their own sake. The participants indicated that personal development can be an important factor for creating motivation and if they within the project get to do what they are best at, our thoughts are that this also can lead to personal development for the individual's in the project group.

Clark (2005) argues that both teams and individuals are motivated by what they believe can help them achieve their most highly valued goals. We think these goals can differ depending on the situation or a person's stage in life, and it can for instance be what PL4 talked about during the interview. The personal goal was to see a development in the role as a project leader, but something that also motivated was to find ways to be able to motivate the others within the non-profit project and to find a way to motivate the project group and see them find their own glow.

To find these non-monetary incentives for the volunteers that PL4 emphasized during the interview is something Crumpton (2013) mentions as a technique to motivate employees. The use of intrinsic motivation factors instead of extrinsic, can within non-profit sometimes be crucial. All of the participants stated that they did not volunteer because they wanted an instrumental value as the extrinsic motivations are (Ryan & Deci, 2000), they volunteered because they were seeking the intrinsic motivation, such as a project that can be challenging or fun. PL5 said during the interview that one reason she or he joined as a project leader was because of the challenge the project provided and many of the other participants said they chose to join the non-profit projects because they saw it as something fun, and also as the reward sometimes. This is something Ryan and Deci (2000) writes about; that a person does something they find fun or challenging, which can create intrinsic motivation.

Ljung (2011) and Schutz's (1997) description of a project, where the individuals gather around a mutual task or challenge, which require cooperation in order to succeed and that creates a feeling of affiliation, is something that can be linked with what both PL6 and PW5 says about motivation. They state that the result of a project, and to see that the result is something that is rewarding not only the project group but also to others who are able to take part of the result. When succeeding and seeing others find the result of the project rewarding, it may also create a feeling of affiliation for the project group when they see that they together managed to create something good. The feeling of affiliation is also something that can be linked to McClelland's need theory, where it is one of the three important factors.

Many of the participants talked a lot about the fact that it is not the remuneration as compensation that is important, and that it is not the reason they decide to volunteer, which Smith (1994, see Bussell & Forbes, 2001) also discusses. The participants instead talked about more selfish motives like personal development, social belonging and experiences. Bussell and Forbes (2001) and Cnaan and Goldberg-Glen (1991, see Bussell & Forbes, 2001) states that a reward that can be enough for the volunteers is from the activity itself, even though a lot of volunteers also act on selfish motives, where amongst others, social goals and important psychological goals are mentioned. The rewarding experience can for a lot of volunteers be reason enough to engage in non-profit.

That volunteers who choose to join a non-profit engagement, can have beliefs or expectations about the organizations is something Bang, Ross and Reio (2013) point out. These volunteers are often willing to devote a substantial time and effort without any expectation of any monetary rewards, which is something that can be linked to what PL4 said about having some kind of crush on the organization and always wanting to make it better for students and the volunteers within the organization. We believe that to feel this kind of love for an organization is a big incentive to want to devote both substantial time and effort into the organization. Our apprehension is that this is something that can be common within student unions, and was also the impression we got from some of the participants.

## **5.2 How classic motivation theories can be used within non-profit projects**

The four motivation factors mentioned by Canós-Darós (2013); *Self-motivation, management, development, communication* could all be found within the empirical results. The self-motivation can be linked to the fact that many of our participants argued that they had an interest for the non-profit project they chose to join but also that they were motivated by having a good relationship with the other project workers. Management was also considered important for the motivation in the meaning that a strong and motivating leadership style was described as important for the project workers. Development was one of the factors many of our participants mentioned as important, many choose to engage within the non-profit projects in order to gain personal development. The fourth factor, communication, in the form of feedback and shared information was also considered as important by the participants from the interviews and the respondents from the surveys. These motivation factors will be discussed more detailed below.

### *5.2.1 Maslow's hierarchy of need*

From our interpretation of the empirical results, about the volunteer's motivation, we can establish that some of these can be applied both on Maslow's hierarchy of needs as well as on Maslow's & Stephen's (2000) remodeled hierarchy of needs in a working context.

The lowest step from the original needs hierarchy consists of physiological needs, which were not actually brought up during the interviews, but we assume that these needs had to be fulfilled in order to be able to do the volunteer work. However the lowest step in the working context, salary, is not applicable since all of our participants worked voluntary.

The second step, about safety, can be applied to what PW8 said about the motives for joining the student union and that it was like having an extra family. A family is often associated with safety and love, and to see the organization as a family can contribute to a person's fulfillment of both the safety need and the love need of Maslow's hierarchy of needs. Since it is voluntary they might not have an anxiety about getting fired since they are doing their work for free, so this need within the working context hierarchy might not be as important as it could have been if the participants would have been paid. The love need, which is the third step of Maslow's original hierarchy, has already been mentioned to some extent. However the third step from the working context, social belonging, was one thing many of our participants claimed they had found within their organizations and was also something they aimed to gain from joining the organizations.

The fourth step, which is basically the same for both hierarchies, is the need for self-esteem and self-confidence. From the survey we found that the respondents were

motivated when getting feedback from their project leader. A positive feedback can help a person's self-esteem and increase a person's self-confidence. Some of the participants argued that doing something positive for someone else was motivating for them; it can be interpreted that this could also lead to an increase in a person's self-esteem and self-confidence. We have chosen to interpret the fifth step Self-actualization, which is also the same within both hierarchies, as a result of personal development. When experiencing personal development you usually grow as a person, which can lead to a feeling of self-actualization. Many of our participants said that personal development was an important factor when working as volunteer. Within projects the members are often assigned the tasks they are especially good at. This can be seen as a way for a person to exploit their abilities and make use of their own potential. When getting this faith from others it can increase a person's self-confidence and make them feel good about themselves, which can also lead to self-actualization.

### *5.2.2 Herzberg's two factor theory*

Factors of hygiene refer to factors such as "supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits and job security" (Herzberg, Mausner & Snyderman 1993, p. 113). Within a non-profit project, not all of these hygiene factors are relevant. Salary, company policies, and administrative practices are factors which can be important hygiene factors in a traditional project, but within non-profit there are no salary given as compensation, and this was also brought up by the participants, where especially PW8 clarified that the salary was not the important part; "Not having money as motivation to create something successful is what I think it is." The impression we got from our interview participants was also that the company policies and administrative practices were not something that could influence their work dissatisfaction. On the other hand, supervision, interpersonal relations, physical working conditions and benefits are factors we consider important in non-profit projects as well. Benefits does not have to be something extrinsic or something linked to remuneration, it can be that a person gains more experience, meet new people or have fun during the project and is also connected with the interpersonal relations. The physical working conditions are a factor that can lead to work dissatisfaction even within non-profit projects, as the project group needs to have a place where they can work, which also can be connected to job security, the members of a project group need to feel safe within the projects. Even though they can, at all times, choose to leave the project since they as volunteers often are not obligated to stay, it can still be important for the individuals in the project group to feel safe within the project and to not have to worry about if they will get "fired".

Herzberg, Mausner and Snyderman (1993) also stated that the hygiene factors contribute to remove obstacles regarding positive job attitudes, but that may not be completely

possible to implement within non-profit projects, as it is the motivation factors that are considered to be the most important and to have the biggest impact on the volunteers.

The factors of motivation refers, according to Herzberg, Mausner and Snyderman (1993), to factors that can help satisfy a person's need for self-actualization at work, which as a result can lead to a positive work attitude. The self-actualization part can be connected with the fifth step of Maslow's hierarchy of needs (1943), both the traditional and the remodeled model, where we highlighted that personal development can be an incentive for developing a feeling of self-actualization. This can also be seen within the factors of motivation that Herzberg, Mausner and Snyderman (1993) present.

An important factor within the factors of motivation is that a person needs to feel that he or she is a part of something valuable and also needed in order to fulfill the project. This was something our participants spoke warmly about, that one important motivation factor could be the need to feel a belonging as well as personal development. This is also something that can be closely linked to the part about self-actualization, as this also can be explained as how one's abilities and potential can be used.

Hong Tan and Waheed (2011) argues that a lot of criticism has been brought up regarding how the results of Herzberg's theory can vary within different industries and also when making a distinction between the hygiene and motivation factors. In our case this needs to be considered, as it can be hard to be certain of which factors are hygiene and which factors are motivation.

### *5.2.3 Expectancy theory*

Vroom's (1995) expectancy theory is based on valence, expectancy and instrumentality. Valence is defined as what you prefer to do rather than not to do. Within non-profit projects this can be seen as something so simple as someone preferring to volunteer instead of not volunteering. PL6 stated that motivation was to see results, which is one factor Vroom (1995) claimed as important for an employee's motivation, there has to be a connection between one's effort and the results.

The model is based on a person's motivation to achieve something extra, and the fact that not everyone has the condition to achieve this result, according to Vroom (1995). Within the non-profit projects this can be explained as a person in excess of wanting to implement a really good project with very nice results, also hope for extra rewards, which can be seen as the instrumentality.

The instrumentality part of the theory, a person's need to believe he or she will get a reward when reaching an expected result, is something we found useful in our study. In this case the volunteers are not getting any salary from the work effort they put in, but as they described, they get a lot of other rewards back. As many of our participants

mentioned that they get friends and other social interactions, they also get new experiences and good merits to put on their résumés.

#### *5.2.4 Hackman and Oldham's theory of motivation*

Hackman and Oldham's theory (1975) is based on three psychological states; experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of the results of the work activities. All of these states were mentioned within our interviews and survey. Some considered seeing a meaningfulness of the work they had done as motivating which shows they experienced meaningfulness of the work. This state was also argued as important by Herzberg, Mausner and Snyderman (1993) who claimed that a person need to feel that he or she is part of something valuable. From our survey we found that having responsibility within their project was motivating and knowledge of the results of the work activities can be linked to what many of the participants said about gaining new experiences when working in non-profit projects.

The five fundamental job dimensions could be found as motivation factors within our study. Skill variety can be explained as the use of different skills in order to accomplish a certain work task. This can be useful when working within projects since according to Redick et al. (2014) it is optimal to start off a new project with members that have a satisfying mix of skills. This is something we believe can be more challenging within non-profit projects, since the project leaders might not have the same opportunity to headhunt as one might have within traditional projects. Another aspect is that every project is unique (Söderlund, 2005, see Ljung, 2011; Packendorff, 1993, see Ljung, 2011) and if a person chooses to volunteer in different projects within the organization they will hopefully develop different skills, and gain skill variety as a result.

Task identity is about seeing an outcome from beginning to end. This can be connected to how a project function since a project has a time limitation (Söderlund, 2005, see Ljung, 2011; Packendorff, 1993, see Ljung, 2011). From the information we got from our interviews, some participants, like PL6 and PW5, considered seeing a result from the work done was motivating. As projects are time limited this is probably also common within the student unions, it is often distinct what the result will be, which can make it easy for the members of a project group to vision the outcome and to fight for the results to be even better than previous projects of the same character. It creates a motivation factor, to get results that are better than the project with the same character, which has been implemented earlier.

Task significance means the work that has been done needs to mean something. PW3 said the following; "I believe that within the student union that motivation to engage in non-profit is because you believe in justice sort of, in terms of student-related matters, the monitoring of education, and such things". This shows it was important that the work

done by PW3 had to have a bigger meaning to be motivating. Many non-profit projects also have an impact on other people in a positive way.

Autonomy is described as the freedom, independence and possibility to schedule the work. As some stated from both the survey and the interviews, you cannot expect that people are willing to prioritize their time in the same way as a project leader is willing to do within non-profit projects. People who work voluntary have the possibility to schedule their time as they see fit, since you cannot force someone to work more than they are able or willing to.

The fifth dimension is feedback, which most of the respondents from the survey considered as important for their motivation. This dimension can also be linked to the need for affirmation that some of the participants from the interviews mentioned as an important factor for why people choose to engage in non-profit projects.

#### *5.2.5 McClelland's need theory*

The affiliation need by McClelland (1987) is defined as people having a need for interacting with others and also the need of being liked by others. This need was found within many of our participants' responses who stated social interaction and social belonging as an important factor when working voluntary. McClelland (1987) also stated that humans who have a high affiliation need learn social relationships more quickly and they engage in more dialogs with other people, this can be connected with how a project leader should be.

The achievement motive (McClelland, 1987) is described as when a person accomplishes something difficult and gets an incentive in the form of intrinsic motivation. The incentive is described as "doing something better" which is done for a person's own sake. PL2 described motivation as doing something for a person's own sake and both PL6 and PW5 both considered seeing results from what they were doing as motivating. This shows that the achievement motive can be considered as an important motive when it comes to non-profit work. The achievement motive can also be considered as an important factor when working within projects, since projects have a limited lifespan and you get to see the results rather quickly. Another aspect that can be connected with the achievement motive is that a person can test his or her limits within the project and some actually realizes they can handle more than they initially believed they could.

The power motive was somewhat hard to connect to our study, however we believe that most of the project leaders we interviewed probably had high power motive since they were perceived as good leaders. People with high power are according to McClelland (1987) considered to be the best leaders.

### 5.3 Leadership

Crumpton (2013) argues that in order to keep people motivated during a longer period it is necessary to have leadership, which our participants agree with. McClelland (1987) described a good leader as caring, which is one of the qualities the participants used to describe a strong leader. He also argued that a leader's personal characteristics were not the only dependent variable when it comes to leadership but also the group members' characteristics. Bang, Ross and Reio (2013) argues that valuable assets within a non-profit organization are enthusiastic and committed volunteers, which is supported by Redick et al. (2014) who contributes with the fact that people within projects are the most valuable resource.

Redick et al. (2014) claimed that one challenge the project leader has is to get the members to work together as a team, and Clark (2005) argues that by working in teams individuals can potentially achieve more than they can when working alone. Our interpretation is that in order to do this the team members must trust each other and be able to work together in a satisfying way. This should be easier to do if the members have a good relationship both to the other workers but also towards the project leader. In our study we found that most of our participants considered that good relationships were important for their motivation. PW7 argued that the sooner people get to know each other the sooner they could start working effectively together, which is something Redick et al. (2014) considered important. Some also claimed it was important that the project leader motivate their team which was something Brenner (2007) stated as important for the members development and self-esteem (feeling highly valued). However some of our participants, like PL1 and PW8 argued that it was not only the project leader's responsibility to keep the team motivated but that it was everyone's responsibility. In order to be able to motivate each other, our interpretation is that the team needs to be able to communicate well with each other, which is also something Brenner (2007) describes as important. A good communication was also, according to Brenner (2007) useful for the members' personal development as well as incensement of their self-esteem. These two factors were described by our participants as factors, which motivated them to do volunteer work. Another important aspect is that every member should feel part of the group and that everyone should share important information (Brenner, 2007). Our respondents, who considered that a project leader should be communicative, supported this.

Barry (2012; see Redick et al., 2014) argued that staying positive was an important quality for a project leader, since people tend to follow people with a can-do attitude. This was something that was supported by our participants, who also claimed that positivity was an important quality. Another positive quality a project leader should have, according to Brenner (2007) is to be a good team player and a good role model. To be a good team player was also something the participants found important when it came to strong leadership.

A strong leadership was also described by our participants and respondents as someone who is responsive towards their team. This can be linked to Redick et al. (2014) thoughts about how all individuals do not have the same emotional and communicational level. The leader must then be responsive and learn how each and every member within the team functions and which communication way is the best to use with that specific person. Another thing that can improve communication within the team is that the project leader motivates and inspire its team, this can also lead to the members feeling highly valued (Brenner, 2007) which can improve their self-esteem.

From the empirical results we found some qualities that was considered negative for a leader. One of these were to have a bossy personality, this statement can be connected with how Redick et al. (2014) says about the difference between a boss and a leader. A leader inspire their workers, which was how PL2 described a good leader as, a boss on the other hand is someone who manage.

### *5.3.1 McGregor's theory X and theory Y*

We interpret that those participants we have interviewed are Theory Y people, meaning they are committed to their work and that they enjoy it. We believe this might have something to do with the fact that they all work voluntary and do not get any salary for their involvement. A Theory X person would probably not engage within this type of work since they lack ambition and are considered lazy according to McGregor (1966). Brenner (2007, p. 17) stated that “in a perfect world, the project team will consist of all Theory Y employees” which seems to be the case within non-profit projects, at least according to our study.

McGregor described theory Y leadership as democratic leadership, which was one of the qualities that the volunteers from the survey wished to see in a leader. Many of the interview participants did not want a leader who acted like a dictator, which we interpret as the opposite of democratic, showing that the interview participants also wanted a theory Y leadership.

## **6. Conclusion**

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*We will in this chapter give the answers to our research questions and purpose and also summarize the result of the study.*

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The purpose of this thesis was to contribute with a greater understanding of what motivates people to join non-profit projects and also how project leaders can motivate these people to stay within the project. In order to fulfill our purpose, two research questions were phrased and these will now be answered:

- Which motivation factors attract people to join and stay in non-profit projects?

We have drawn the conclusion that there are some factors that can motivate people to join non-profit projects. The most common factors were social belonging, gaining new experiences, personal development and to have something to put on their résumé. Many of these factors can be linked to the classic motivation theories, even though it is not remunerated work the volunteers are doing. In addition to being factors that motivates people to join non-profit projects, our conclusion is further that these factors can contribute to why people choose to stay within the projects. Another factor that can be important within that aspect, is that the project needs to be both interesting and fun, since the volunteers put down a lot of their spare time on these projects.

We found that monetary rewards are not the strongest motivation factor, and that people rather gain social and psychological benefits instead. The gain of new friends and fellowship along with new experiences and personal development seem to be more than enough reasons for why a person would join a non-profit project.

In addition to the social belonging and the fellowship as motivation factors, we found that the volunteers together created a familiar feeling, which also created a kind of love for the organization. This was something that was considered as important within the student unions and can be connected to both Maslow's hierarchy of needs as well as McClelland's need theory.

- How should a project leader act in order to motivate the project group within non-profit projects?

The project leader should be engaged in both the project and its members and should further be responsive in order to detect things that are not being said out loud by the members of the project group. Other qualities, which are valuable in a project leader, are to be positive and humble, since people tend to follow someone with a "can-do-attitude". A project leader should also focus on maintaining a good relationship with its project workers and further try to keep a positive environment so that the project workers keep their motivation going.

A crucial thing within non-profit projects is that the project leader has to keep in mind that the project members are there on a voluntary basis. Because of this, the leader cannot require that the volunteers do more work than they are able or willing to. But to motivate the volunteers to engage more in the project, it can be necessary for the project leader to find those things that the members of the project group are passionate about and delegate these tasks to them. Another important aspect is that the project leader needs to be frequent with giving the project group fair-minded feedback during the time of the project.

Within these non-profit projects, our findings show that most of the volunteers are of theory Y character, since they are ambitious about their work and are motivated by getting responsibility within the project. Our findings further showed that the participants and respondents wanted a leader with a theory Y leadership, who is considered to be democratic.

## **6.1 Concluding remarks**

As a concluding remark we will give a reflection about the study and suggestions for further studies.

### *6.1.1 Reflections over the realization of the study*

Since our study only was performed on two student unions, the results cannot be generalized. With help from our survey, we also conducted some answers from people who engaged in different non-profit projects and that could provide us with width to our study. Since we performed both a qualitative and a quantitative research and received similar answers, we have come to the conclusion that our findings are reliable.

We consider that our choice of mixed methods was favorable for our study, since we received a comprised result as we interviewed 16 volunteers and gained 64 answers to our study. We decided to do a survey as an extension of our interviews to support the answers that we received from our interviews. Because of this we consider that the creditability of our study is high.

Considering our time limit, we believe that we could not have interviewed more participants, but we wished that we could have done all of our interviews face to face, instead of doing two of them over the phone. We also wished that our survey could have received even more respondents on our survey in order to increase the creditability even more.

### *6.1.2 Suggestions for continued studies*

If the study should be performed again, within different organizations or different types of businesses, that could provide the possibility to generalize the results of the study to an even wider extent. It could also be interesting to investigate individuals from different age groups.

Another interesting approach could be to compare different countries to see if there is a difference in motivation factors when it comes to joining and working within non-profit projects.

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# Appendix 1

## Intervjufrågor

Till projektarbetare:

1. Beskriv projektet du arbetar i? Hur började du i det här projektet? Vad har du för arbetsuppgifter?
2. Vad innebär ett projekt för dig?
3. Vad är motivation för dig?
4. Vad är det som motiverar dig att arbeta med detta projekt? När är du inte motiverad?
5. Tror du att det finns andra faktorer som kan motivera andra personer?
6. Varför har du valt att arbeta ideellt? Vad får du ut av det?
7. Vad tror du är de viktigaste motivationsfaktorerna när man arbetar ideellt?
8. Hur tycker du att en projektledare ska vara?
9. Vad är ledarskap för dig? Hur viktigt är bra ledarskap?
10. Kan du nämna tre egenskaper hos en bra ledare? Varför dessa tre? Personliga skäl eller generella? Kan du beskriva situationer där sådana egenskaper är bra eller saknades?
11. Kan du beskriva några egenskaper en ledare inte bör ha?
12. Hur ser du på relationen mellan projektmedlemmarna och projektledaren när det kommer till motivation, är det viktigt?

## English translation:

## Interview questions

To project workers:

1. Describe the project you are currently working in? How did you start with this project? What are your work assignments?
2. What is a project for you?
3. What is the meaning of motivation for you?
4. What motivated you to start working with this project? When are you not motivated?
5. Do you think that there are other factors that can motivate other people?
6. Why have you chosen to work voluntary? What do you gain from it?
7. What motivation factors would you consider being the most important when working as a volunteer?
8. How would you describe a good project leader?
9. What is leadership for you? How important is good leadership?
10. Can you mention three qualities that a good leader should possess? Why did you choose these three? Is it because of personal or general reasons? Can you describe situations where these qualities are good or where they were absent?
11. Can you describe some qualities that a leader should not possess?
12. What is your view on the relationship between project workers and the project leader when it comes to motivation, is it important?

# Appendix 2

## Intervjufrågor

Till projektledare:

1. Beskriv projektet du arbetar i? Hur började du i det här projektet? Vad har du för arbetsuppgifter?
2. Vad innebär ett projekt för dig?
3. Vad är motivation för dig?
4. Vad är det som motiverar dig att arbeta med detta projekt? När är du inte motiverad?
5. Vad är ledarskap för dig? Hur viktigt är det med bra ledarskap?
6. Hur tycker du att en projektledare skall vara?
7. Kan du nämna tre egenskaper hos en bra ledare? Varför dessa tre? Personliga skäl eller generella?
8. Kan du beskriva några egenskaper en ledare inte bör ha?
9. Vad tror du är de viktigaste motivationsfaktorerna när man arbetar ideellt?
10. Tror du att det finns andra faktorer som kan motivera andra personer?
11. Hur gör du för att motivera de ideellt arbetande på bästa sätt?
12. Hur hittar man människor som kan tänka sig att arbeta med ideella projekt? Hur hittade ni människor till det här projektet?
13. Hur ser du på relationen mellan projektmedlemmarna och projektledaren när det kommer till motivation, är det viktigt?

## English translation

## Interview questions

To project leaders:

1. Describe the project you are currently working in? How did you start with this project? What are your work assignments?
2. What is a project for you?
3. What is the meaning of motivation for you?
4. What motivate you to start working with this project? When are you not motivated?
5. What is leadership for you? How important is good leadership?
6. How would you describe a good project leader?
7. Can you mention three qualities that a good leader should possess? Why did you choose these three? Is it because of personal or general reasons?
8. Can you describe some qualities that a leader should not possess?
9. What motivation factors would you consider being the most important when working as a volunteer?
10. Do you think that there are other factors that can motivate other people?
11. How would you say that you do in order to motivate the volunteers in best possible way?
12. How can you find people that are willing to work within non-profit projects? How did you find people to this project?
13. What is your view on the relationship between project workers and the project leader when it comes to motivation, is it important?

# Appendix 3

Swedish Version

## Enkätundersökning Motivation

Vi är två studenter vid Högskolan Väst som just nu skriver vår C-uppsats om motivationsfaktorer inom ideella projekt. Vi vore jätte tacksamma om du tar dig tiden att svara på denna enkät. Undersökningen tar ungefär 5 minuter. Tack på förhand! //  
Maiken Sörensen och Lina Jansson

**\*Obligatorisk**

### 1. Vilket kön har du? \*

- Man
- Kvinna
- Annat/ Vill inte uppge

### 2. Ålder \*

- Under 20
- 20-25
- 26-30
- 31-40
- 41-50
- 51 eller äldre
- Vill inte uppge

### 3. Beskriv kort det senaste ideella projektet du varit delaktig i? \*

### 4. Varför gick du med i projektet? \*

### 5. När du arbetade med projektet, vilken av följande roll hade du då? \*

- Projektledare
- Projektarbetare

---

## Frågor till projektarbetare

### 1. Känner du dig motiverad inom projektarbetet? \*

- Ja
- Nej
- Delvis

### 2. Att få ta ansvar inom projektet motiverar mig \*

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

### 3. Att utvecklas inom projektet motiverar mig \*

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

### 4. En bra relation till de andra projektdeltagarna motiverar mig \*

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

### 5. En bra relation till min projektledare motiverar mig \*

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

**6. Konstruktiv kritik och feedback från min projektledare motiverar mig \***

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

**7. Beskriv kort en situation i projektet där du inte kände dig motiverad.**

**8. Vilka egenskaper uppskattar du hos en projektledare? \***

Skriv max fyra egenskaper.

Ditt svar är registrerat. Tack för din medverkan! Vid ytterligare frågor om undersökningen kan dessa skickas till [maiken.sorensen@student.hv.se](mailto:maiken.sorensen@student.hv.se) // Lina Jansson och Maiken Sørensen

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**Frågor till projektledare**

**1. Känner du dig motiverad inom projektarbetet? \***

- Ja
- Nej
- Delvis

**2. Att utvecklas inom projektet motiverar mig \***

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

**3. Att få ta ansvar inom projektet motiverar mig \***

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

**4. En bra relation till de andra projektdeltagarna motiverar mig \***

- Håller helt med
- Håller delvis med
- Varken eller
- Tar delvis avstånd
- Tar helt avstånd

**5. Beskriv en situation under projektets gång där du inte känt dig motiverad.**

**6. Vilka egenskaper anser du är viktiga hos en projektledare? \***

Skriv max fyra egenskaper.

Ditt svar är registrerat. Tack för din medverkan! Vid ytterligare frågor om undersökningen kan dessa skickas till [maiken.sorensen@student.hv.se](mailto:maiken.sorensen@student.hv.se) // Lina Jansson och Maiken Sørensen

# Appendix 4

English translation of the survey

## Survey Motivation

We are two students at University West that are currently writing our Bachelor thesis about motivation factors within non-profit projects. We would be grateful if you could take the time and answer this survey that would only take about 5 minutes. Thanks in advanced! // Maiken Sörensen and Lina Jansson

**\*Compulsory**

### 1. What gender are you? \*

- Man
- Woman
- Other/Will not say

### 2. Age \*

- Under 20
- 20-25
- 26-30
- 31-40
- 41-50
- 51 or older
- Will not say

### 3. Briefly describe the latest project that you have been active in? \*

### 4. Why did you join the project? \*

### 5. When you were working in the project, which of the following roles did you have? \*

- Project leader
- Project worker

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## Questions to project workers

**1. Do you feel motivated within the project? \***

- Yes
- No
- Partly

**2. To have responsibility within the project motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**3. To develop within the project motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**4. To have a good relationship to the other project workers motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**5. To have a good relationship to my project leader motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**6. Constructive criticism and feedback from my project leader motivate me \***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**7. Briefly describe a situation within the project where you did not feel motivated.**

**8. Which qualities do you appreciate in a project leader? \***

Write max four qualities.

Your answer is registered. Thank you for your contribution. For further questions about this survey please contact us at [maiken.sorensen@student.hv.se](mailto:maiken.sorensen@student.hv.se) // Lina Jansson and Maiken Sørensen

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## Questions to project leaders

**1. Do you feel motivated within the project? \***

- Yes
- No
- Partly

**2. To develop within the project motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**3. To have responsibility within the project motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**4. To have a good relationship to the other project workers motivate me\***

- Completely agree
- Agree to some extent
- Neither
- Disagree to some extent
- Completely Disagree

**5. Briefly describe a situation within the project where you did not feel motivated.**

**6. Which qualities do you appreciate in a project leader? \***

Write max four qualities.

Your answer is registered. Thank you for your contribution. For further questions about this survey please contact us at [maiken.sorensen@student.hv.se](mailto:maiken.sorensen@student.hv.se) // Lina Jansson and Maiken Sørensen





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