

MSc. International Management

1st of February, 2023

THESIS

What lowers the Threshold to volunteer?

-A research on volunteer recruitment advertisements-



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Preface

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Acknowledgements

A thesis is only written partially alone. I want to thank all my (old)roommates, friends, family, co-workers, and (old)-classmates for helping me along this road. Mainly a huge thanks to my mom, dad, and brother for giving me the necessary advice, help, and distraction during this phase. Included are also our dogs, who got me out of the house during writing.

A special thanks to Lucas Meijs for all the guidance in helping me improve my thesis in every phase. I would also like to thank him for all his exciting stories and for keeping me on the broad lines of this thesis.

A special thanks to Guido Berends for thoroughly reading all my drafts and giving helpful advice. Furthermore, for correcting even grammar- and spelling mistakes, which was more than helpful in making this thesis well-written.



Executive summary

While the present-day world needs more volunteers to reach crucial agreements and goals, the number of volunteers needs to grow. The most mentioned problems by volunteer organizations are in the recruitment of volunteers. Yet, how can volunteer organizations lower the Threshold to volunteer from a volunteer recruitment advertisement?

In the corporate world, recruitment advertisement has already adopted content marketing trends. Nowadays, recruitment advertisement from companies interest, engage and attract job seekers. Studies about recruitment advertisements have reported that a targeted approach is engaging to attract future candidates. Moreover, according to the motive-based perspective (Clary et al., 1998; Clary & Snyder, 1999; Alfes, Antunes, & Shantz, 2016), volunteer recruitment advertisements that match with motivations to volunteer are suggested to appeal more prospective volunteer candidates.

In previous research (O'Brien, 1993; Sax, 2004; Haski-Leventhal et al., 2008), different academic backgrounds were discovered to contribute differently to voluntary actions. Building on this research, this study investigates whether motivations to volunteer are, therefore, also different for different academic backgrounds. Moreover, as more research has yet to examine the link between motives, academic backgrounds, and volunteer recruitment advertisements, it investigates whether the content in volunteer recruitment advertisements, specifically language and image, affects the willingness to volunteer for persons with different academic backgrounds. In practice, to see whether a targeted approach concerning academic backgrounds in volunteer recruitment advertisements for volunteer organizations is interesting.

Two research questions attempt to add academic literature and practically benefit volunteer organizations. The first one addresses whether the willingness differs for persons with different academic backgrounds:

'How does the willingness to volunteer differ for persons with different academic backgrounds?'

The second research question addresses how content in volunteer recruitment advertisement affect the willingness to volunteer for persons with different academic backgrounds:



'How do language and image in volunteer recruitment advertisements affect the willingness to volunteer for persons with different academic backgrounds?'

To answer these two research questions, in-depth interviews were conducted with participants who either had an engineering or business academic background. For these interviews, data was analyzed.

Results report that intrinsic motivations concerning Joy, Enhancement, and Impact were found among the participants. Sometimes these motivations were partly combined with extrinsic motivations such as Career and Appreciation. Those with an academic engineering background were found to volunteer mainly for Joy. Results from the Business academic background group report that motivations for this group are distributed between Joy, Enhancement, and Impact. Remarkable is that for none of the engineers, extrinsic motivations were observed. Results report a difference in the willingness to volunteer concerning academic background. Furthermore, the results in this study nuance previous findings about the willingness or motivations to volunteer.

Although some interesting general observations were made about the message, image and language in volunteer recruitment advertisements, characteristics of the receiver, or person, were perceived as important in determining how image and language would affect the willingness to volunteer. Different academic backgrounds were not observed to be an important factor in the characteristics of the receiver concerning how image and language would affect the willingness to volunteer. Discussed in this study is whether a targeted approach therefore is feasible in practice. General results about the volunteer recruitment advertisements seem coherent with research about recruitment advertisements in corporate environments. Alfes et al. (2016) suggest that, due to the differences between volunteers and paid staff, corporate HR cannot be transferred to volunteer HR. However, some results of this study say otherwise.

This research can be a stepping stone for further investigation into motives to volunteer and the use of targeted approaches in volunteer recruitment advertisements.



Table of Contents

Preface	1
Acknowledgements	2
Executive summary	3
1. Introduction	7
1.1. Why we need more volunteers	7
1.2. Connecting recruitment advertisement and content marketing	8
1.3. A targeted approach in volunteer recruitment advertising	9
1.4. Research objectives	10
2. Literature Review	11
2.1. Volunteerism	11
2.2. Willingness to volunteer	13
2.3. Volunteerism and academics	15
2.4. Recruitment advertisement	17
2.5. Volunteer recruitment advertisement	20
3. Research Methodology	23
3.1. Method selection	23
3.2. Population selection	24
3.3. Data collection	25
3.4. Ethical considerations	29
4. Results	30
4.1. Willingness to volunteer for persons with different academic backgrounds	30
4.1.1. Willingness to volunteer	30
4.1.2. Willingness to volunteer & academic background	34



4.2 Language, Images, Academic backgrounds and the Willingness to volunteer	36
4.2.1. Message.....	38
4.2.2. Receiver	43
4.2.3. Message, Receiver and Academic background.....	46
5. Conclusion.....	48
6. Discussion	51
6.1. Points of Discussion	51
6.2. Practical Implications	56
6.3. Theoretical implications	57
6.4. Limitations.....	58
References	60
Appendices	67
Appendix 1. Interview questions	67
Appendix 2. Designed volunteer recruitment advertisements.....	68
Appendix 3. Participants' demographics.....	70
Appendix 4. Coding scheme.....	72
Appendix 5. Overview of ranks given for the volunteer recruitment advertisements.....	76



In this part, the research is introduced, and its relevance is given. First, there will be an elaboration on volunteering and why it is important. Second, an overview of the connection between content marketing and company recruitment advertisements will be given. Thirdly, there will be touched upon the practical and academic relevance of linking corporate recruitment advertisement trends for volunteer organizations. At last, the research objectives are addressed.

1. Introduction

1.1. Why we need more volunteers

Today's newspapers are all about renewables: wind energy, solar energy, hydrogen energy, and water energy. All necessary solutions to reaching the Paris agreement of the European Union and the Sustainable Development Goals of the United Nations (European Union, 2022; United Nations, 2022). However, we need another kind of energy to reach these important agreements and goals. One might not think about it, but volunteer energy, as described in the study of Brudney and Meijs (2009), is one of the most necessary energy types for reaching these important agreements and goals. For example, volunteers help reach SDG 1, Zero Hunger, by handing out meals in a distribution center for the homeless, or reaching SDG 3, Health and Well-Being, by giving up free time to prevent older people from being lonely.

Volunteer energy can be described as renewable energy, as it is secured in supply and sustainable. It can be seen as a renewable resource for solving social problems around the world. The energy resource is growable in volume, and human beings can influence this energy positively or negatively. Volunteer energy has a pool from which volunteers and other volunteer organizations can recruit and retain volunteers (Brudney & Meijs, 2009).

A volunteer does “something, especially helping others, willingly and without being forced or paid to do it” (Cambridge Dictionary, 2022). A volunteer in this study is related to giving time to community service or the common good. Next to helping solve important present-day world problems, the volunteer also has specific benefits in freely giving time to community service or the common good. Moen, Dempster-McClain, and Williams (1992) followed in their study women over 30 years by interviewing them in 1956 and again in 1986. The authors reported that those who volunteered in these years, even on occasion, were healthier. They suggested that the positive health effect came from the meaningfulness obtained from the volunteer activity. Moreover, in a



review from Musick and Wilson, Cnaan (2009) also explains that volunteering can be beneficial; it can among other things reduce loneliness by creating a more comprehensive social network, help the youth to overcome puberty problems and decrease mental problems.

Nevertheless, in the present day, the amount of persons willing to volunteer is declining. From 2013 to 2021, a decline of approximately 10% can be noted (Jones, 2022). Surveys from managers from volunteer organizations report the main problem being recruitment and selection (Yanay & Yanay, 2008; Alfes et al., 2016).

1.2. Connecting recruitment advertisement and content marketing

In the corporate world, one of the most successful ways to attracting new job applicants is using content marketing practices in recruitment advertising. With recruitment advertising, one can activate the interest of possible job candidates via advertisements. As employees are an essential asset for companies, it has become a necessary strategy for employers to reach the future employees they need. Nowadays, companies use volunteer recruitment advertisements to attract and reach job seekers. According to Lievens and Slaughter (2016), using content marketing techniques in recruitment advertising, therefore, creates an opportunity for human resource (HR) managers to spread more detailed information about the company and position, which is appraised by possible job candidates.

Rodrigues and Martinez (2019) define: “Content marketing is a digital marketing strategy that represents the process of creating and distributing relevant and valuable content, which is or does not have to be directly connected to the product, service, or job opening itself to attract and engage the target audience” (p.26). Therefore, content marketing in recruitment advertisements can positively influence a candidate’s decision to apply for a job, and so HR departments should work with and learn from marketing managers (Rodrigues & Martinez, 2019).

Image, font, information, and color all significantly affect recruitment advertisements. For example, the study of Labrecque and Milne (2012) found that brand personality ratings improve when a match between the brand logo color and one or more of the brand personality dimensions (e.g., blue and competence, red and excitement). Furthermore, Acarlar and Bilgiç (2013) found that an increase in credibility in information is appealing to future job applicants. Moreover, Pulizzi



(2012) ads on this by explaining that a focused approach in recruitment advertisements has proven more effective. Creating separate content for different target groups of candidates can result in more appealing recruitment advertising.

1.3. A targeted approach in volunteer recruitment advertising

Applying appealing content in recruitment advertisements to attract job applicants also appeals to volunteer organizations in their search for volunteers. Hence, according to Alfes, Antunes, and Shantz (2016): “there is a lack of conceptual framing and theoretical anchoring that might help us to understand the potential for HR practices to attract, engage, and retain volunteers” (p.2).

Nevertheless, even though knowledge about HR for companies might be interesting for volunteer organizations, differences between volunteers and paid staff question this (Alfes et al., 2016). In addition, although there is more and more interest in connecting recruitment advertisements with digital content marketing for companies, more needs to be investigated about this connection (Ryan, Gubern, & Rodriguez, 2000; Maurer & Liu, 2007; Rodrigues & Martinez, 2019). This study, therefore, aims to add more to the literature about content marketing in recruitment advertisements. Specifically, it focuses on content marketing in volunteer recruitment advertisements, and the effect it has on the willingness of persons to volunteer as more research has to examine the link between motives and volunteer recruitment advertisement (Ryan et al., 2000; Handy et al., 2010; Alfes et al., 2016).

Moreover, previous research on student involvement in volunteering suggests that persons from different academic backgrounds contribute to different voluntary actions (Sax, 2004; O’Brien, 1993; Haski-Leventhal et al., 2008). Hence, as different academic backgrounds contribute to different voluntary actions, motivations for these academic backgrounds to participate in volunteering are also suggested to be different. Additionally, according to the motive-based perspective, matching motivations and messages in volunteer recruitment advertisements are attracting persons to volunteer (Clary et al., 1998; Alfes et al., 2016). Furthermore, according to Pulizzi (2012), it might be interesting to develop content to appeal to different target groups of candidates. The thought is, therefore, that persons from different academic disciplines have different motivations to volunteer and are, as a result, also attracted by different content in volunteer recruitment advertisements.



1.4. Research objectives

For this study, two research questions were developed. For the first research question, the thought that there is a differentiation in motivations for persons to participate in volunteering based on the academic background is investigated:

R1: 'How does the willingness to volunteer differ for persons with different academic backgrounds?'

Additionally, this research investigates how content in volunteer recruitment advertisements can appeal to different target groups of candidates (management and academic engineering disciplines). The focus of content factors in volunteer recruitment advertisements is in this study on the language and image. Language means the information/message the recruitment advertisements want to transfer. Image is about the color, images, and font in recruitment advertisements, thus the visual representation. The second question, therefore, discusses the effect language and image have in volunteer recruitment advertisements for persons with different academic backgrounds.

R2: 'How do language and image in volunteer recruitment advertisements affect the willingness to volunteer for persons with different academic backgrounds?'

In practice, this research investigates whether a tailor-made approach in volunteer recruitment advertisements based on academic backgrounds is useful for volunteer organizations.

This research aims to provide practical solutions for volunteer organization (HR) managers to enhance their recruitment and thus grow their volunteer pool. In addition to practical solutions for HR managers, it aims to add further knowledge to the literature on linking content marketing with volunteer recruitment advertisement.



In the past, much has been investigated about Human Resource Management for volunteer organizations in managing employees (for an extensive overview, see Alfes, Antunes, & Shantz, 2016).

However, not much has been considered around connecting motives, academic backgrounds and recruitment advertisements for volunteer organizations. In order to understand the context of this research, relevant literature is reviewed in this chapter. The literature is categorized into literature on volunteerism, which includes literature about volunteer recruitment, the willingness for persons to volunteer, volunteerism for academic disciplines, content marketing recruitment advertisement for businesses, and literature on volunteer recruitment advertisement.

2. Literature Review

2.1. Volunteerism

First, there will be briefly touched upon the characteristics of volunteerism and recruitment of volunteers.

The definition of *volunteerism* is the “the practice of doing work for good causes, without being paid for it” (Cambridge Dictionary, 2023). Volunteers are essential for volunteer organizations. According to Haski-Leventhal, Meijs, and Hustinx (2009), the world of volunteers consists of volunteers, volunteer organizations, and clients. Volunteers mainly focus on providing direct services to achieve the goals of volunteer organizations. They freely give up their time to work for volunteer organizations without being paid. Volunteer organizations provide the structure for volunteering. With clients, this study refers to the target group for which the volunteer organizations acquire the services. Volunteers are not only crucial for providing direct services but also because they are an essential link between the community and volunteer organizations (Haski-Leventhal et al., 2009).

Volunteers can come from two types of access; shared and private access. Common access means that the volunteers are based in the community. In addition, these volunteers are mostly anonymous concerning the volunteer organization. Private access means that the volunteer organization has



access to a limited group of possible volunteers, such as employees in corporate volunteer programs (Brudney, Meijs, & van Overbeeke, 2019).

Recruitment for volunteer organizations is, according to Haski-Leventhal et al. (2009) suggested to have two aspects: *volunteerability* and *recruitability*. *Recruitability* focuses on the accessibility, resources, networks and corporations the volunteer organization possesses. *Accessibility* is about how reachable an volunteer organization is for possible volunteers. *Resources* is about the available resources (i.e., financial resources). At last, *networks and corporations* are about the network the organization has with other organizations.

Volunteerability in this study focuses on the *willingness, capabilities, and availability* of the volunteer. According to Haski-Leventhal et al. (2009) “*Willingness*: the will to volunteer is influenced by social norms, individual attitudes and values, psychological motives and by perceiving volunteering as rewarding and as feasible” (p.141). The *capability* aspect focuses on whether a person is capable of volunteering (e.g. if a person has the right skills and knowledge). The last aspect, *availability* focuses on the time a volunteer has for volunteer activities (Haski-Leventhal et al., 2009).

According to Lepak, Liao, Chung and Harden (2006), one can use the AMO model to explain HR and employee performance. The AMO model stands for the ability-motivation-opportunity (AMO) model. In their literature review, Alfes , Antunes, and Shantz (2016) explain:

The AMO model proposes that organizations are best served by an HR system that attends to employees’ ability (A) to carry out role requirements (i.e., recruitment, selection, and training), their motivation (M) to engage in discretionary effort (i.e., formal and informal rewards), and by creating opportunities (O) for employees to contribute (i.e. job design, teamwork, and positive social interactions at work). (p.3)

Alfes et al. (2016) used this model in their literature review, summarizing the current research on HR for volunteer organizations. According to them, recruitment for volunteer organizations is



focused on finding volunteers inexpensively and quickly. Usually, this recruitment is done via websites and or by word-of-mouth, by for example inviting colleagues, family, and friends. Alfes et al. (2016) also state that, although volunteer recruitment practices look very much like the recruitment practices of companies, selection is very different.

2.2. Willingness to volunteer

In order to understand the research performed on the will, and motivations, to volunteer, the extensive volunteering literature is in this part briefly reviewed.

Volunteering is not paid, so there is an interest in why people volunteer. Reasons for persons to volunteer, thus freely giving up time to help others with earning no money, could be *affiliation* or *skill* focused, according to the study of Brudney and Meijs (2014). They define:

Affiliation focus refers either to a volunteer's motivation to become involved in a specific mission or this is her desire to fulfill a requirement or goal of a group in which he or she is already involved. Skill focus refers to a volunteer who seeks to share his or her skills or gain skills through volunteer work. (p. 304)

The theory of Cnaan and Goldberg-Glen (1991) states that there are two motivations to volunteer: *altruistic* or *value-based* and *utilitarian*. Handy et al. (2010) explain:

Altruistic, or values-based MTV include religious beliefs, supporting an important cause, helping others, and so on. Utilitarian motives include enhancing human capital, for example, gaining work experience and job training, developing new skills, exploring career paths, enhancing résumés, or making contacts useful for paid employment. (p.499)

Clary and Snyder (1999) explain the Volunteer Functions Inventory in their study. This inventory assesses six functions that are motivations for volunteerism. Clary et al. (1998), describe that the volunteers' needs and goals influence deciding whether to act as volunteers. Table 1 (Clary & Snyder, 1999, p.157) shows the six functions identified from the findings: *Values*, *Understanding*, *Enhancement*, *Career*, *Social*, and *Protective*. From the Volunteer Functions Inventory the



motivations Career, Social and Protective were listed as the least important, while the motivations Values, Understanding, and Enhancement functions were identified as the most important (Clary et al., 1998). However, the motivations' importance and order can differ from the characteristics of certain groups. For example, suggestions are that for younger respondents, the Career function is more important than for older ones (Clary & Snyder, 1999; Okun & Schultz, 2003). Okun and Schultz (2003) included in their study a seventh motive for volunteering in the Volunteer Functions Inventory, 'Making friends.'

The findings from Clary and Snyder (1999) suggest that motivations to start volunteering are different. For example, the motivations of volunteers can be altruistic and utilitarian (Clary & Snyder, 1999). In addition, sometimes different motivations come along with organizational characteristics. For example, in the study of Cappellari and Turati (2004), trade union volunteers appeared to have more intrinsic motivations. In contrast, extrinsic motivations were found to be more important for volunteers in social services and political associations.

Function	Conceptual definition
Values	The individual volunteers in order to express or act on important values like humanitarianism
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused
Enhancement	One can grow and develop psychologically through volunteer activities
Career	The volunteer has the goal of gaining career-related experience through volunteer activities
Social	Volunteering allows an individual strengthen his or her social relationships
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems

Figure 1. Clary & Snyder (1999, p.157) Volunteer Functions Inventory and their conceptual definition.

In the study of Deci and Ryan (2000), motivations are defined to be intrinsic or extrinsic. Intrinsic motivations let a person undertake actions because they are inherently interesting. According to the literature review of Alfes et al. (2016), intrinsic rewards for volunteers are, e.g. enjoyment from



volunteering or meaningfulness that volunteers get from volunteering. For example, by understanding that their volunteer job makes a difference to others. The latter is also defined as the most rewarding intrinsic motivation.

On the other hand, extrinsic motivations are about undertaking an action to obtain something from it—for example, a reward (Deci & Ryan, 2000). For example, in the study of Vantilborgh et al. (2012), volunteers in Belgium appreciated rewards for their volunteering, such as opportunities for social interactions to develop friendships with other volunteers. In most research, according to Alfes et al. (2016), extrinsic rewards had positive outcomes. However, in their literature review, they also explained that extrinsic rewards for volunteering could sometimes backfire. For instance, in the study of Anghelcev and Eighmey (2013), the motivation of students to volunteer was tested by advertisements promising unpaid, small pay (7 euros) or high pay (18 euros) rewards. Students that saw the advertisement with a small pay (7 euros) were less willing to volunteer compared to those that saw the unpaid advertisement.

Nevertheless, in this study, those exposed to the high pay (18 euros) were even more likely to volunteer (Anghelcev & Eighmey, 2013). Moreover, other studies also reported positive outcomes for providing extrinsic rewards (Alfes et al., 2016). For example, Cnaan & Cascio (1999) found that luncheons, thank you letters, and certificates of appreciation resulted in volunteers (for US volunteer organizations) devoting more time to volunteering. According to Alfes et al. (2016) volunteers are therefore suggested to be motivated by a combination of extrinsic and intrinsic rewards. However, how to balance these rewards has, according to them, yet to be investigated.

2.3. Volunteerism and academics

Previous research, as aforementioned, has focused on several motivations that might have led people to volunteer. However, not much research has investigated the link between academic background and volunteering (Haski-Leventhal et al., 2008). The study of O'Brien (1993) surveyed the characteristics of those pursuing a study in academics and found that female students volunteer more than their male counterparts. In addition, students from a higher financial, educational, background were more likely to participate in volunteering (O'Brien, 1993). The study of Astin and Sax (1998), reveals that participation in volunteering during students' academic years positively affects the responsibility one has for the community. Reasons given by students in academics for volunteering were most commonly mentioned, “to help other



people”, which was listed as very important (91%). Next in Importance was for 67% “to feel personal satisfaction” and 61% listed “to improve society as a whole” (Astin & Sax, 1998, p.254). On the other hand, less than half of the participants listed the reasons as “to develop new skills”, “to work with people different from me”, “to enhance my academic learning”, “to fulfill my social responsibility”, and “to enhance my résumé”. Moreover, the latter was negatively associated with the motivational reason “to help other people” (Astin & Sax, 1998, p. 255).

Gage & Thapa (2012) investigated motivations for students to volunteer using the Volunteer Functions Inventory. They reported that most students were devoted to volunteer with as motivation to help others, which also supported the findings of Astin and Sax study (1998). Moreover, Handy et al. (2010) study also found that students mainly volunteer for altruistic reasons. Their study also suggests that students are more interested to volunteer for a ‘Career’ motivation than the rest of the volunteer population.

Regarding different academic disciplines, O'Brien (1993) Sax (2004) and agree that engineers are less likely to devoted themselves to volunteering. According to their studies, engineers, whilst studying, get an increased interest in materialism, and they explain that this results in a decreased concern for volunteering. Hence, Haski-Leventhal et al. (2008) did not support the finding that engineers are less devoted to volunteer. According to their study, engineers fall into a mediocre category, whereas social science students engage the least in volunteering.

The study of Sax (2004) suggests that a student's academic background is an environment which explains a student's devotion to volunteering. They explain that engineers, for example, might devote less time to volunteer as no one in their environment devotes time to volunteering. Therefore, the environment of an certain academic background might explain the difference in voluntary actions. Moreover, personality traits might also influence engagement in volunteerism. Holland's (1966) vocational choice theory explains that different personalities fit well with different professions and work environments. Persons like to work with individuals that are like them. Therefore, individuals will search for environments with these individuals. The study explains that there are six personality types: *Conventional, Realistic, Investigative, Artistic,*



Social, and *Enterprising*. According to this theory, each personality type has a preference for a different type of profession and environment.

In 'O'Brien's (1993, p.6) study, the students volunteering the least were, as aforementioned, found for those that studied engineering with 20%, followed by 23% for business, and fine arts with 27%. Hence, in the study of Haski-Leventhal et al. (2008, p.11), students that engaged the least in voluntary actions (e.g., donating money or freely investing time for volunteering) were those from social sciences, followed by business. With regards to donating money, this study revealed that students from humanities donated the most with 72,4%, followed by 70,4% for business, 69,7% for natural science, and 61% for engineering, and social sciences for 58% (Haski-Leventhal et al., 2008, p. 11).

In accordance with O'Brien (1993), Sax (2004) and Haski-Leventhal et al. (2008), chosen academic background explained the rate of volunteering. Therefore, I suggest that if voluntary actions are different regarding academic background, motivations for volunteering might differ per academic discipline.

2.4. Recruitment advertisement

In the corporate world, the importance of recruitment advertising has been acknowledged. In this part, relevant literature is briefly examined regarding recruitment advertisements.

According to the study of Ryan et al. (2000), when a person looks for an employer, he or she determines whether the organization matches this person's self-image. "The self-concept is a combination of the actual self (Who am I?) and the ideal self (Who or what can I be?)" (Ryan, Gubern & Rodriguez, 2000, p.4). Matching a person's self-image can be achieved by images and languages in recruitment advertising. According to them, for effective recruitment, the human resources and the marketing department should work together.

As for communication in content marketing, Berlo's (1960 in Narula, 2006, p.31) SMCR Model of Communication can be used. The model explains the components that are necessary to understand in order to improve the efficiency of communication. Berlo's communication model describes four communication components that various factors influence. First, there is the *Source*, who creates and sends the message. This Source starts the communication process and the person who encodes



the message. Factors that affect the Sender are *communication skills*, *the skill set of the individual to communicate*, and the *ability to read*. These skills are followed by *attitudes*, the individual's attitudes towards the audience, oneself, and the subject. Another factor is *knowledge* which means that the person is knowledgeable of the subject.

Moreover, the success of a message can be impacted by an individual's position within a *social-cultural* system, such as the various aspects of society, beliefs, culture, and religion where communication occurs—for example, the communication place or the cultural background of the communicator. Persons can only communicate effectively if the above components are sufficiently met, e.g., if the components mentioned do not inaccurately impact communication. The second pillar in the model is the *Message*, the information. The *content*, the body of the message, and the *elements* of the language influence the message. Other factors influencing the message are *treatment*, the package of the message, the *structure* of how it is arranged, and the *code* means through which it is sent. Thirdly, there is the *Channel* component, as it is the medium used to send the message. The five sense organs are part of the channel component, through which the information flows from the Sender to the Receiver. For example, *hearing*, *tasting*, *seeing*, *smelling*, or *touching*. The last and fourth component is the *Receiver*, who receives and decodes the coded message. The Receiver is affected by the same factors as the Sender. See Figure 2 for Berlo's (1960, in Narula, 2006, p.31) communication model.

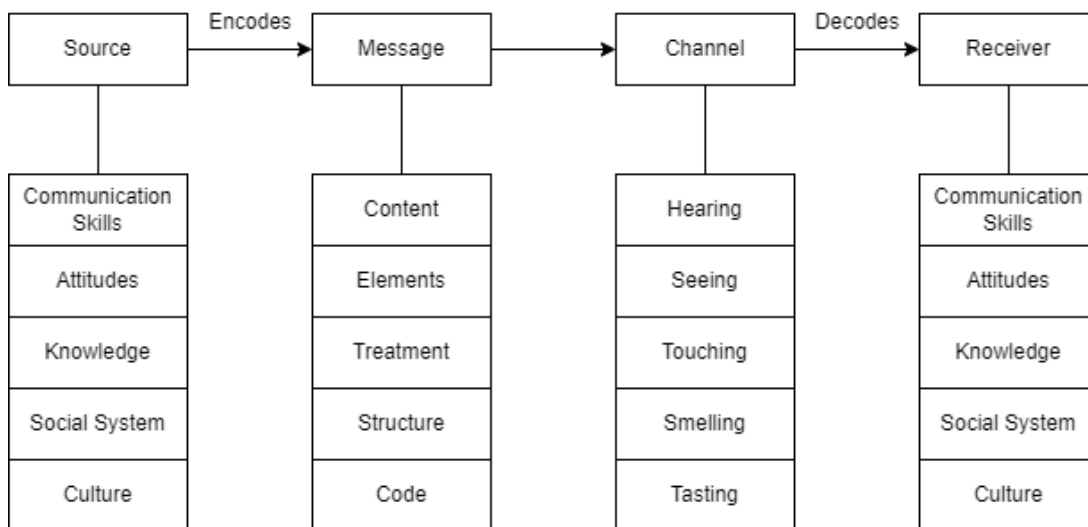


Figure 2. Berlo's (1960 in Narula, 2006, p.31) communication model.



Content marketing in recruitment advertisement can be useful to attract more job applicants. Today's online technology enables companies to transfer recruitment advertisements for almost no cost. Moreover, organizations, in order to stand out, are beginning to realize that they need good content marketing strategies. Success from content marketing strategies for these companies lies, according to Pulizzi (2012), in going small with content focus, e.g., using a targeted approach for recruitment advertising. Rodrigues and Martinez (2019) explain in their study how certain content marketing strategies can influence a candidate's decision to apply for a job. Their results explain that information from more reliable online sources are more credible. According to them, a company's reputation is also important for the decision to apply. They explain that companies willing to take risks in the digital content marketing field will be the first to succeed. Maurer and Liu in their study (2007) explain that a practical approach to recruitment needs specific attention to the characteristics of the person companies would like to hire.

Colors in recruitment advertisements can influence the perceived personality of an organization. The study of Labrecque and Milne (2012) found, for example, that colors are essential in defining brand personalities (human characteristics one can assign to a brand). Such as that, white and pink colors correlates with sincerity, red with excitement, purple with sophistication, and blue with competence. Color, in particular, improves perceived brand personalities if there is a match between the brand logo color and the personality dimension. For images, corporations use employees in recruitment advertisements to appear natural. In some cases, employees' testimonials are included in advertisements. In addition, unique layouts for advertisements can help companies stand out and capture the job seekers' attention (Ryan et al., 2000).

Another study by Allen, Biggane, Pitts, Otondo and van Scotter (2012) investigated how job applicants evaluate the information provided. They found out that applicants searching for a job are more focused on content than design. In their experiment participants devoted more time to text information than the messages. In addition, Acarlar and Bilgiç (2013) found that credibility in information about a position influences the willingness to apply for potential applicants. Providing realistic, accurate, detailed, and specific information increases the credibility of a message. In huge advertisements, more information about organizational culture, compensation, location, is considered more credible. Moreover, more applicants will apply for the job, when the information



is more credible, as in that case, the attraction to the organization's position increases. When giving extra information, this information should be, according to this study, more specific than general.

Moreover, Maurer and Liu (2007) emphasize the importance of the characteristics of the target audience when giving detailed information. They suggest that information should be given concerning the applicant's basic needs, such as monetary reward, location, job responsibilities.

According to Oikarinen (2022), a new trend in recruitment advertising is using dark humor. Often small companies use this type of language in their recruitment advertisements, to find the best person-organization fit with potential applicants. Moreover, they use it to differentiate themselves from other companies and raise general awareness of the company. It is a more human and natural online communication style. The main reason for using this type of language in recruitment advertisements is for smaller companies to attract talent, as it is more difficult for these kind of companies to recruit employees compared to other more large companies. Nevertheless, there is the possible risk of employment information content eliciting a negative reaction in the audience and, therefore, the creation of a negative employer image. The latter is especially the case when job seekers did not have knowledge about the company before (Oikarinen, 2022). Hence, humor in recruitment advertisements can also draw attention (Ryan et al., 2000).

2.5. Volunteer recruitment advertisement

Although the literature seems to be minimal considering volunteer recruitment advertisement according to previous research (Handy et al., 2010; Alfes et al., 2016), in this part, the literature on volunteer recruitment advertisements is briefly reviewed.

In their study, Bennet and Kottasz (2001) designed recruitment advertisements with an egoistic or altruistic focus. They found that the advertisements that listed material and emotional benefits from the volunteer work were positively received by less and highly altruistically motivated people. Their study's outcomes suggest motivating volunteers by listing the egoistical benefits obtainable from volunteer work in recruitment advertisements.

In their literature review, as investigated by Alfes et al. (2016), recruitment literature shows three practices: the *motives-based*, *matching values*, or *loyalty perspective*. In the *motive-based* perspective, primary Clary & Snyder (1999) in their study indicate that messages that match a person's motivation to volunteer can encourage that person in volunteering. They explain that



these messages can be targeted to the recipients' motivations. For example, in the study of Clary et al. (1998), persons who received volunteer recruitment advertisements that matched their motivation to volunteer were more likely to start volunteering from the advertisement. In turn, participants who received a mismatched message were less willing to volunteer (Clary et al., 1998; Clary & Snyder, 1999). According to Alfes et al. (2016), "The motives-based perspective implies that in order to recruit volunteers effectively, it is important to understand potential volunteers' motives for volunteering in the first place" (p.10). The Volunteer Functions Inventory is the best-known inventory for finding possible motives persons can have to volunteer. According to the motive-based perspective, triggering motivations in recruitment messages can help volunteer organizations recruit new volunteers.

Another perspective, the *matching approach*, "focuses on the match between volunteers' motives and the volunteering environment" (Alfes et al., 2016, p. 11). This approach investigates the volunteer and volunteer organization value fit. With the volunteer and volunteer organization value fit, this approach defines if the perceived values' of the volunteer organization match with the volunteer. For example, in Clary & Snyders' study (1999), a suggestion is made that when people become older, their motivations to volunteer change, e.g., from career and understanding to social motivations. In their study, they suggest that volunteer recruitment advertisements should be designed to the age group of the target audience, volunteers. Nevertheless, in their study they did not test this suggestion. The matching approach therefore focuses on matching the volunteers values and the values of the volunteer organization (Alfes et al., 2016). Hence, in the study from Benett and Kottasz (2001), older people found recruitment advertisements that emphasized personal benefits just as appealing as their younger counterparts. In their study, Newton and Mazur (2016) tested the relationship between the match of volunteer and volunteer organizations' values and the effect of this match on attitudes toward volunteer work (i.e., volunteer job satisfaction and organizational commitment). Volunteers experienced positive work attitudes if there was a match with the volunteer organization values. Hence, when a volunteer's value was believed to be stronger than the volunteer organizational values, poorer attitudes toward the volunteer work and volunteer organization were observed (Newton & Mazur, 2016). Their research suggests that matching volunteers' and volunteer organization values in volunteer recruitment advertisements might work positive. However, they also did not test this suggestion in their study. According to Alfes et al. (2016), matching volunteers' values to volunteer



recruitment messages raises questions concerning whether emphasizing and listing several motives will lead to better volunteer outcomes.

The third perspective, the loyalty approach, concerns what volunteer organizations should mention concerning loyalty. Alfes et al. (2016) explain: "For instance, non-profit organizations can emphasize the organizational mission and values, or specific programs or activities that volunteers carry out" (p.12). Hustinx and Handy (2009) found out in their study that Belgium volunteers were more loyal to their program than to the entire volunteer organization. They did not test it in their study, but the authors think the results of their study might be necessary for recruitment advertisements (Alfes et al., 2016). In particular, Hustinx and Handy (2009) recommend matching volunteers to programs during recruitment instead of the overarching goals and objectives of the volunteer organization.

According to the motive-based perspective, Clary et al. (1998) and Clary & Snyder (1999) suggest that motives to volunteer play a role in the attractiveness of the type of message in volunteer recruitment advertisements. Therefore, building on this literature and taking the motive-based perspective as a base, as motives to volunteer per academic field differ, the type of volunteer recruitment advertisement might also attract persons with a different academic differently.



In this chapter, the research approach and methodology are extensively discussed. Which steps were chosen to answer the research question, considering the research design and population. In addition, ethical considerations for this study are discussed.

3. Research Methodology

3.1. Method selection

Drawing upon the observations of other studies (Handy et al., 2010; Alfes et al., 2016) as well as the researchers' observations, very little research has examined the link between motives, academic background and recruitment.

To define a theory in a field from which little has been investigated, qualitative research, based on gaining a deeper understanding of the phenomenon discussed, has been selected as the method for this research. According to Ritchie, Lewis, Nicholls, and Ormston (2013, p. 2-4), qualitative research is recommended when the phenomenon being studied is rooted in people's knowledge, perspectives or experiences and questioning with the participants is therefore required. In this case, two aspects of content in recruitment advertising, image, and language, are being analyzed on the effect they have on a person's willingness to volunteer based upon a different academic background. Answers are considered to be deeply rooted in people's knowledge and experience, as this research aims to discover reasons for observed patterns, I.e., *why* one volunteer advertisements' language and image might be more appealing for a specific person, based on that person's academic background, to participate in volunteering.

Moreover, for the first part of this study, which focuses on different motives for academic disciplines to engage in volunteering, a qualitative research method is recommended as well. For example, Handy et al. (2010) study found that most students volunteer for altruistic motivations. However, discussable from their study is, whether the students in their study, which was based on a survey, were embarrassed to confess that they volunteered only to improve their own benefits (e.g., social, résumé building, or learning). Therefore, they suggest to add on their survey research with open-ended interviews, thus, by using a qualitative approach.



Therefore, this research focuses on the participants' view on volunteer recruitment advertisements, e.g., the volunteer, not volunteer organization, to uncover information. Hence, the researcher performed semi-structured in-depth interviews with participants to gather rich and insightful data for this research.

3.2. Population selection

The research aims to answer why certain participants, based on different academic disciplines, find the language and image of one recruitment advertisement more appealing than another. The participants were chosen based on three criteria; (a) academic background; (b) nationality; and (c) age. Due to practical convenience, there has been chosen to carry out a study with persons from only two different academic disciplines. Moreover, there was chosen to carry out this study among only participants with Dutch nationality. The two academic disciplines selected were engineering and business. The choice for these two disciplines was taken with the thought that, as suggested in the study from Haski-Leventhal et al. (2008), students with these backgrounds engage in different voluntary actions and, therefore, might be attracted by other content in recruitment advertisements.

Furthermore, to control for other factors, the decision was made to only select young-aged participants' of one nationality. Haski-Leventhal et al. (2008) found that voluntary actions per academic field differ based on local cultures and norms. Only selecting young-aged participants was done according to the study of Clary and Snyder (1999); in some cases, similarities were found between older and younger volunteers, such as that for younger volunteers career motives are more important. Therefore, interviews were conducted with only Dutch nationality participants in an age range of 10 years.

The researcher selected the participants from both population groups using her network. For the selection was chosen to keep the population group as homogenous as possible to control for other factors (e.g., gender). The study was therefore carried out among 10 Dutch participants with an academic business background and 10 Dutch participants with an engineering educational background. From each group, five women and five male participants were interviewed. For specific details about the participants, see Appendix 3. The participants interviewed were aged between 19 and 28, with an average age of 24. Of the participants, 25% had a master's degree, 50%



a bachelor's degree, and 25% a secondary school degree (and at that moment pursuing a bachelor's degree). In addition, all participants had done some kind of volunteer activity.

3.3. Data collection

A semi-structured data collection was chosen through interactive questioning techniques. For this data collection, interviews were chosen, as in-depth interviews are important for gaining in-depth detailed information about the topic investigated (Ritchie et al., 2013, p. 3). These interviews were held with participants selected as representatives from the study population. The interviews were held in a 1-by-1 participant interviewer setting. All interviews were executed over almost two months, starting at the beginning of November towards halfway through December.

Interview Design

For the in-depth interviews with the participants, there was chosen to include structure by using a list of topics. However, the interviewees were also allowed to develop new ideas. Therefore semi-structured in-depth interviews were chosen with a list of interview questions (Ritchie & Lewis, 2003, pp. 138-169). Open questions starting with e.g. 'why' were used to stimulate storytelling for the interviewee. For the interview questions, see Appendix 1.

In addition to the interview questions, four exemplary volunteer recruitment advertisements were shown to the participants. This was done to elicit the participants' judgments from the advertisements to examine the effect of the content.

To design the volunteer recruitment advertisements, the researcher conducted initial conversations with former board members from volunteer student associations in the business and engineering fields. The initial discussions were organized following the thought that various volunteer recruitment advertisements attract persons from different academic disciplines. As volunteer student associations in business are only attracting persons with an academic business background and volunteer student associations in engineering are only drawing persons with an academic engineering background, volunteer recruitment advertisement content from these associations was thought to be tailor-made for these specific groups. In addition, the researcher analyzed several student volunteer recruitment advertisements from various volunteer student associations in the



business and engineering fields. The researcher developed the interview design from these initial conversations and the analysis.

One of the volunteer recruitment advertisements was designed with language and images retrieved from the volunteer recruitment analysis of engineering student associations and the initial conversation with a former board member of an engineering student association (Appendix 2. See figure 2). Another volunteer recruitment advertisement was designed with language and images retrieved from the volunteer recruitment analysis of business student associations and the initial conversation with a former board member of a business association (Appendix 2. See figure 1). The other two volunteer recruitment advertisements were a mixture of the language and visuals from the former two volunteer recruitment advertisements (Appendix 2. See figure 3 and 4). The latter was done to determine in the interview whether language or image is more important in the choice for preferred recruitment advertisements (e.g., whether the participant chooses the images over language in their first or second choice or the other way around, and why). For the different volunteer recruitment advertisements, see Appendix 2.

Volunteer recruitment advertisement characteristics

The volunteer recruitment advertisement designed for students with an academic engineering background included some essential components. In the initial conversation about volunteer recruitment advertisements for students with an engineering background, the former board member of the civil engineering student association reported: "*Mostly we just put in: it is fun. Come!*". In the volunteer recruitment analysis, most of the advertisements were designed to have "fun" and "excitement" as well as "humor" elements in their language. The same applied to the images used in these advertisements.

The volunteer recruitment advertisements for students with an academic engineering background were designed with the following essential components:

- The color red was chosen as the background as it correlates with excitement (Labrecque & Milne, 2012)
- The language was chosen to be about fun and humor. It was designed following the remark of the former board member of a civil engineering student association: "*We use stupid word jokes, images, sometimes we put in a bit of competition. That works pretty well.*" The images



were chosen to be about persons having fun, following the volunteer recruitment analysis of student associations with an engineering academic background. The images were derived from the internet with people standing, smiling, and drinking coffee in a café.

- For the letter type font, *Chewy* was chosen, as according to the study the Wichita State University; it was rated as "feminine," "funny," and "casual" (Shaikh, Chaparro, & Fox, 2006, pp. 4-6).

The volunteer recruitment advertisement designed for students with a business academic background also includes some essential components. In the initial interview, the former internal affairs officer of the business student association of Enschede reported: "*When we recruit students for a voluntary committee at our association, we promote that it is about self-development. Either you learn something from the volunteer job, or you find valuable connections for later. Sometimes it is also just for fun.*" The analysis of volunteer recruitment advertisements also shows that volunteer recruitment advertisements from business student associations focus on learning and self-development in their text and images. For example, most images show persons posing in formal clothing.

The volunteer recruitment advertisements for students with an academic business background were designed with the following essential components:

- Blue was chosen as it correlates with competence (Labrecque & Milne, 2012).
- The language was chosen to be about learning goals. It was copied and adapted from an existing volunteer recruitment advertisement from a business student association.
- The images were generated from the internet and contained persons in suits laughing and working. The images were chosen following existing volunteer recruitment advertisements from a business student association and by the initial conversation: "*Maybe also a bit playful, not too formal, showing a nice and cozy culture.*"
- For the letter type font *Times New Roman* was chosen, as according to the study of the Wichita State University, it was rated as "stable," "practical," and "mature" (Shaikh et al., 2006, pp. 4-6).



In total, 20 interviews were conducted. Most interviews were conducted online, although some were also in a face-to-face setting. The choice for both settings was based on the availability of the interviewees. The average length of all the interviews was 41 minutes, from which the longest took 73 minutes, and the shortest took 24 minutes. See Appendix 1, 2 and 3 for the interview questions, volunteer recruitment advertisements, and participants' demographics.

Data analysis

All the interviews were recorded and transcribed. This resulted in an amount of in total 256 pages. In addition, after each interview, an analytic memo was written about observations from the interview, which resulted in 20 analytic memos alongside the large sum of data in transcribed pages. To make connections between emerging themes, the memos were written to serve as an additional code-, category-, theme-, method (Saldaña, 2021).

All transcripts were coded by the researcher only. To maximize validity of the coding, the following was used: coding while transcribing the interviews, maintaining and writing analytic memos, and checking interpretations with the participants (Saldaña, 2021).

For the coding process, there was chosen to analyze the data using a thematic analysis. A thematic analysis discovers themes, ideas and patterns by identifying what components of data are. The research questions were determined to be epistemological questions, which are about understanding a phenomenon of interest. According to Saldaña (2021), initial coding reveals epistemological questions better. Initial or open coding in this case creates a starting point to provide the researcher with leads for further analyzation (Saldaña, 2021) Initial coding was therefore chosen as a starting point in the coding process. Process, In Vivo, and Descriptive coding methods were used for the initial coding. The goal of these codes is as follows: Process codes are used to categorize an action in the data, In Vivo codes are used to code actual spoken words of the participants, and Descriptive codes are used to code passages according to topic (Saldaña, 2021).

After the initial coding, the results seemed to match existing theories. For example, the theories of Deci & Ryan (2000) and Clary & Snyder (1999) about motivations to volunteer, as well as the Source-Message-Channel-Receiver Model for efficient communication from Berlo (1960) were found to correspond with the initial coding. Therefore, these theories were used in the second



coding round as the starting point in coding and analyzing the data, thus transforming the analysis from an inductive to a deductive one.

Nevertheless, during this second coding round, the theories were observed only to be partly explained present in the results in the results. For example, from the Volunteer Functions Inventory (Clary & Snyder, 1999), only the motivations 'Enhancement' and 'Impact' resembled the candidates' motivations and were thus included in the coding scheme. The same was observed with Berlo's (1960) theory about the Source-Message-Channel-Receiver model. From this theory, only the parts about Message and Receiver matched the results. The latter was mainly the case as participants were only questioned about the Message and Receiver part of the model. The existing theories from Ryan & Deci (2000), Clary & Snyder (1999), and Berlo (1960) were therefore used as a starting point and further enlarged in congruence with the results. In Appendix 4, the results of the initial coding can be found.

3.4. Ethical considerations

Every research raises ethical considerations. Therefore, this part addresses the ethical concerns of informed consent, anonymity, and confidentiality (Ritchie & Lewis, 2003, pp. 66-68).

Informed consent from participants must be obtained, for example, by explaining the purpose of the study, who or what will use the data, and what participation will require from participants. Participants should be told that that participation is voluntary. Moreover, participants should be informed that given consent can be re-negotiated later (Ritchie & Lewis, 2003, p. 66). For this study, the researcher explained the scope of the research before the in-depth interviews. In addition, the interviewer asked for consent to record and analyze the results from the recording at the beginning of the interviews.

Secondly, the researcher gave conditions for anonymity and confidentiality. “Anonymity means the identity of those taking part in the study not being known outside the research team” (Ritchie & Lewis, 2003, p. 67). “Confidentiality means avoiding attributing comments or other results to identified participants” (Ritchie & Lewis, 2003, p.67). Confidentiality and anonymity were addressed during the in-depth interviews by explaining that data from the participants was not stored with personal information (e.g., name) to identify the participant. Further, the concerned participants were asked for consent for the citations listed in the result part.



The following section explains the findings from the data collection per sub-research question. As the interview language was Dutch, the respondents' quotes were translated into English. To ensure validity, translating the used quotes from English back to Dutch was done by an external party. These were then compared with the original Dutch quote to see if any information was missing.

4. Results

4.1. Willingness to volunteer for persons with different academic backgrounds

“How does the willingness to volunteer differ for persons with different academic backgrounds?”

In the first part of this chapter, observed motivations to volunteer for all participants are given. The second part elaborates on differences in the willingness to volunteer for persons with different academic backgrounds.

4.1.1. Willingness to volunteer

In the first part of the interview, respondents were asked what influenced their willingness to volunteer. Interviewees have told stories about their decision process and volunteer experiences. The concept of *willingness to volunteer* was taken from the *volunteerability* concept. Many interviewees also told stories about not intending to volunteer due to other components of the *volunteerability* concept, such as availability and capability. However, the focus of this research was on the willingness, e.g., the interviewees' motivations to volunteer, which leaves this research with putting the availability and capability constraints aside.

The personal stories and conversations about influences of the willingness to volunteer have been categorized in overarching categories congruent with the theories about motivations to volunteer from earlier studies. The framework of these categories and aggregated dimensions is presented in Figure 3, for which each specified dimension will be discussed below.



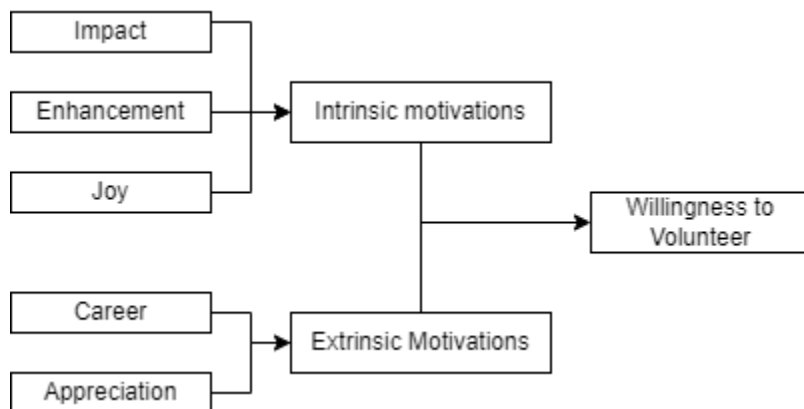


Figure 3. Categories and aggregated dimensions for the first research question.

Intrinsic motivations

All interviewees (R1-R20) explained that the intention to volunteer for them was at least partly intrinsically motivated. Intrinsic motivations were found to be about Joy, Impact, and Enhancement.

In some cases, all four intrinsic motivations were mentioned to intend in volunteering: *'So it is fun, that it is interesting, and that you can learn something from it. And my third motivation would then be contributing to society.'* (R18).

Intrinsic motivation 'Joy'

The most mentioned reason for volunteering was Joy (R1, R3-R20). With 'Joy,' participants said to have fun while volunteering and being around people. *'The time I put into it (volunteering) was simply because I liked to do most of the work'* (R7). Interviewees explained that Joy would be a reason for them to participate in volunteering, as it enables them to have fun in general, fun with friends, or meet persons in their community. When asked about motivations for interviewees to start volunteering in the future, respondents answered, for example: *'I do not know, but in something like this (volunteering) you are mostly looking for joy'* (R20), and *'That it is fun and I can get pleasure from doing it (volunteering)'* (R1).

Sometimes Joy was the only reason mentioned for interviewees to participate in volunteering. Without Joy, they would not participate in volunteering. *'Yes, what I have noticed, all my reasons for participating in volunteering are because I am part of a community'* (R15); the same participant continued, *'Yes, I would certainly not say it is compulsory to do it (volunteering). I like to do it, and*



I think that also comes from a social point of view because it is fun to get to know people and be at many activities in the Neighborhood I am part of' (R15). Another interviewee stated, ' In the end, I just did it because it was fun' (R20).

However, 'Joy was mainly mentioned jointly with motivations such as Impact, Fun, Enhancement, or extrinsic motivations.

Intrinsic motivation 'Impact'

The second most mentioned motivation was about having an impact with volunteering (R1-R7, R9-R11, R14, R16-R18). Most participants said that giving back to the world or serving a greater good were reasons for them to volunteer. As respondent 18 explains: *'No, the first reason was giving back to the world.'* The participants with this motivation want their volunteering work to add value. Often this reason was mentioned as motivation together with Joy.

Hence, sometimes 'just' giving back to the world was not the only reason. Some participants mentioned making a difference, actually seeing their volunteer work making an impact. One participant explains about not seeing the urgency in his previous volunteer work, collecting: *'Even if you think about collecting, you walk, you stand, you do an address every few minutes. Because you have to go to the door first. Then you wait for them to open, then you have your talk, then they look for change, they put in a euro, you say thank you, and you walk to the next house. So you can, one street that takes a long time, whereas if you have a link, and everyone who wants to donate, or if you just have a subscription, and everyone who wants to donate has a subscription, it goes so much faster. Then the work feels useless.'* He continues by explaining that he would do volunteer work if it were clear it made an impact (R19): *'For blood donation, that takes just over an hour in total. You cycle there, lie down, eat a pink cake, and leave again. Also, you feel less fit that day. But that's really it. And I read somewhere that they can save three lives per donation. Don't know how true that is. But in any case, they are very useful; for me, it takes an hour. You can only donate so many times in a month, about three times. So it costs me an hour a month, but it is very useful to them.'*

Sometimes this was even an undiscussable reason to participate, as some interviewees would only have the intention to volunteer if they felt that the volunteering job made an impact (R2, R11, R16, R18). *For example, 'I would never have done this kind of volunteering work if it was not clear that it was urgent' (R18).*



Nevertheless, the Impact motivation for interviewees was often intertwined with other intrinsic and extrinsic motivators.

Intrinsic motivation 'Enhancement'

Another intrinsic motivation for many participants (R1, R4, R5, R8, R11-R14, R17, R18) was learning something from the volunteering work. For example, it allowed them to learn about their interest field. R11 explains: *'At that moment, I was a trainee when I started at Best Duurzaam (municipality sustainability committee) because it was a subject I wanted to know more about. Such as Biodiversity and Sustainability. The same goes for Jong Rechts (political volunteer job). I think the Energy transition is exciting; I did not know much about it.'*

Nevertheless, the Enhancement of intrinsic motivation was one of many mentioned for the interviewees to participate in volunteering. Enhancement in volunteering always came with both or one of the two other intrinsic motivations.

Extrinsic motivations

Not many, but a few interviewees (R2, R9, R11, R14) mentioned extrinsic motivators as a reason for participating in volunteering.

A couple of interviewees (R9, R11, R14) mentioned that Career was their primary motivator to participate in volunteering. For example, when they felt they still needed to gain experience on their CV. *'With the Red Cross, it was more something like, okay, actually, I have to do something for my CV.'* (R14) and *'At that time it was, to be sincerely honest, mainly because I did everything to have an additional plus point on my CV'* (R9).

Although some past volunteer experiences were for their CV, all of these interviewees (R9, R11, R14) explained that they would only sometimes have this motivator when engaging in a voluntary job.

Only one interview participant mentioned the Appreciation from others as a reason to intend to volunteer. Participant 19 answered: *'I think the reaction (from others, friends, family, acquaintances) you get from it. Yes.'*

Most participants mentioned that extrinsic benefits were not their main motivations to start volunteering. However, sometimes it was mentioned that they benefitted from extrinsic benefits afterward (R4, R15). *'Career, now I am done with it (volunteer job); I notice how much it helps.'* (R4) and *'In the end, I got a job out of it.'* (R7).



Intrinsic and Extrinsic motivations

Intrinsic as well as extrinsic motivations affect the willingness to volunteer. Hence, intrinsic motivations certainly influence the willingness to volunteer, whereas extrinsic motivations are always combined with intrinsic motivations. Furthermore, within the intrinsic motivators, Impact was observed to be sometimes an undiscussable influencer, whereas Joy was sometimes the only motivator.

4.1.2. Willingness to volunteer & academic background

To answer this research question, comparing the participant groups regarding their academic background was necessary. Therefore, the results from the former part were analyzed per academic background (engineering, business). Observed patterns, based on the participants' stories, are presented below. The same categories and dimensions are used for these results, shown in Figure 3.

Willingness to volunteer for Engineers

All the participants with an Engineering academic background mentioned Joy as the first (R1, R5, R12, R13, R15, R19, R20) or second motivation (R4, R16, R18) for participating in volunteering. It was also within this academic field that sometimes 'Joy' was the only motivator to participate in volunteering activities (R15, R20). The equivalent of the word fun, 'leuk,' was mentioned many times amongst those with an engineering background. The same goes for the word 'gezellig,' which is the equivalent of a word that combines pleasure and being sociable in Dutch: *'Yes it seemed like fun, that you meet with a couple of friends, like, shall we do this? And that is then just pleasant and sociable.'* (R12).

After Joy, the Impact motivation was chosen as first (R4, R16, R18), second (R5, R19), or third motivation (R1) for volunteering. Enhancement was the category that was mentioned the least as first (R13), second (R12), or third (R4, R5) motivation. *'I think it has to feel personal, that I have the idea that I can make a difference in something.'* (R16) and *'That I learn from it, let's say so'* (R13) were motivations for these participants to participate in volunteering in the future.

Notable was that not one of the participants with an Engineering academic background mentioned extrinsic motivations, such as Career or Appreciation, as a reason to participate in volunteering activities. Some of the participants with an Engineering background even saw certain volunteer activities, such as blood donation, as a duty and nothing else (R5, R19). *'I don't know; I had a bit*



of a 'why-not' feeling about it. It was not that much work from my side, and I could get a lot out of it. As in, people die when no one does it. I thought: I am a healthy boy; it is actually egoistic not to do it.' (R19).

Willingness to volunteer for Businesspersons

As for those participants with a Business academic background, from the intrinsic motivations, Joy was often mentioned as the first (R3, R7, R8, R10, R11), second (R6, R17, R9), or third (R14) motivational reason to participate in volunteering. Together with the Impact motivator, which was mentioned as many times as first (R3, R6, R9, R17), second (R2, R7, R10, R14), or third motivation (R11). At last, Enhancement was named as the first (R17), second (R8, R11), or third (R7) motivational reason. For those with a Business academic background, there was not one outstanding intrinsic motivator to participate in volunteering activities. In some cases, all intrinsic motivations were mentioned (R7, R14, R17).

Differentiating from the participants with an Engineering background is that those with a Business academic background sometimes mentioned extrinsic motivations. Such as the volunteer job being suitable for a Curriculum Vitae (R7, R9, R11, R14) or Appreciation from others (R2). *'Yes, partly because I thought it was nice for my CV. That's where it started that I started searching, like... During my studies, I did not have much time. I had a side job, and I was studying, so I actually did not have any time for something next to it, so it was one of the reasons. Also, because I saw many people had stuff on their CVs, I thought volunteering seems like fun, and it is good for my CV.'* (R11).

Willingness to volunteer and academic background

The observed answer from the interviews is yes to the question, 'Does the willingness to volunteer differ for persons with different academic backgrounds?'. To answer the 'how' question, those with an engineering background participated mostly in volunteering for the intrinsic motivator dimension 'Joy.' The researcher observed interviewees with an engineering background volunteering primarily for fun, sociable and pleasant reasons. For interviewees with a business academic background, not as much of a difference was observed between the intrinsic motivator dimensions 'Joy,' 'Impact,' and 'Enhancement.' Notable was the observation that in the group with participants that had an academic business background, extrinsic motivators were mentioned, such as 'Career' and 'Appreciation,' whereas this was not the case for the group with participants that had an academic engineering background.



4.2 Language, Images, Academic backgrounds and the Willingness to volunteer

“How does the willingness to volunteer differ for persons with different academic backgrounds?”

Interviewees' answers and told stories were analyzed to answer the second research question. As mentioned, this part used the Source-Message-Channel-Receiver model as an overarching category. From the model, only the Message and the Receiver component are used. The Source and the Channel component were excluded from the emergent categories as they were considered irrelevant to the research scope and were not discussed during the interviews. Both the Message and Receiver category codes were grouped in dimensions. The overarching categories and dimensions for this part, can be found in Figure 4. The Message category has two main categories, 'Images' and 'Text'. The Receiver category has four main categories, 'Definition of volunteer work,' 'Experience with volunteering,' 'Motivation to participate in volunteering,' and 'Interpretations.' Below there is an elaboration on these main categories, categories and dimensions.



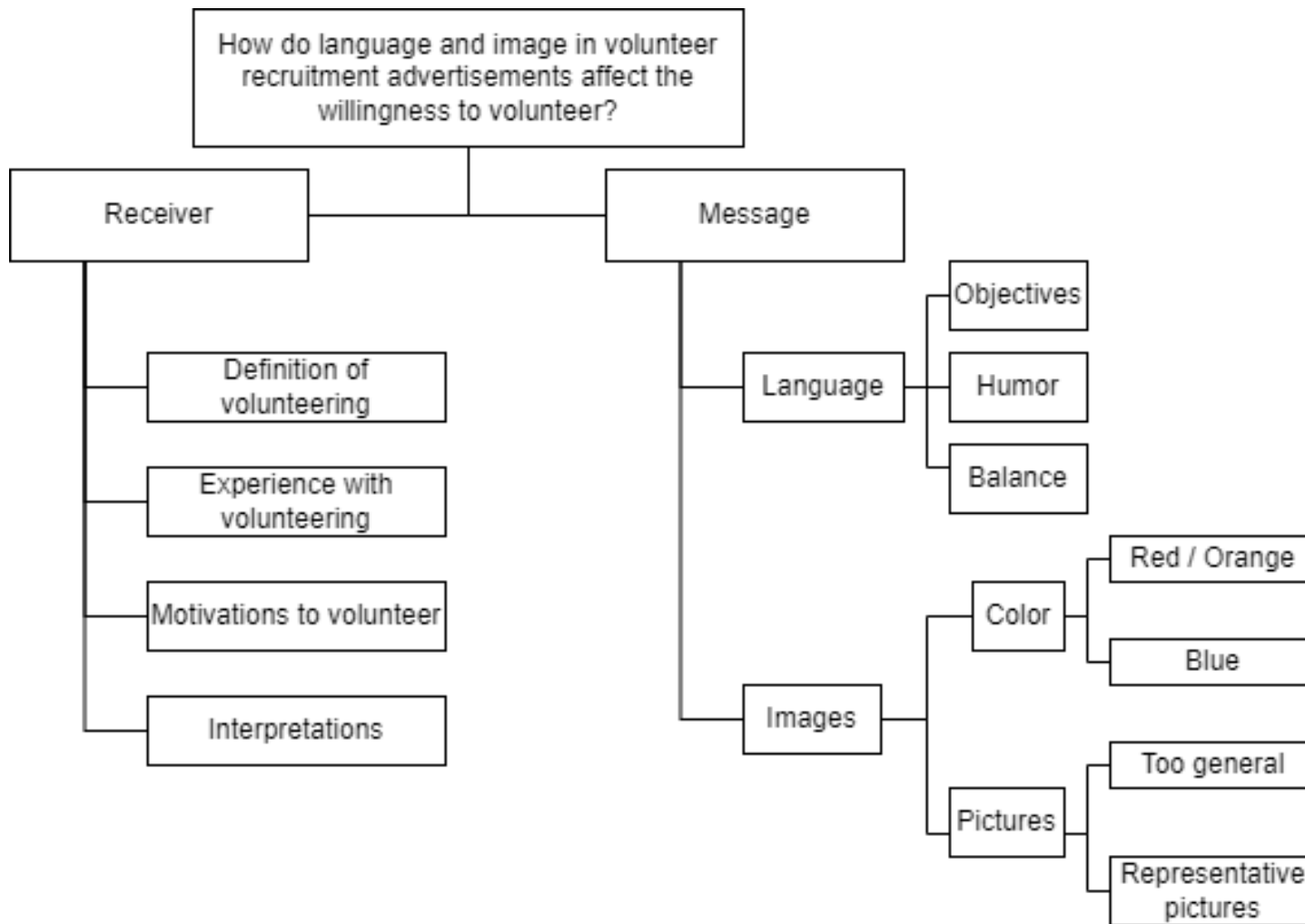


Figure 4. Overarching main categories, categories and dimensions.



4.2.1. Message

Images

The Image category of the Message main- category was divided into two dimensions, 'Color' and 'Pictures.'

Color

Respondents were asked what the effect was of the images in the volunteer recruitment advertisements. Often, remarks were made about the colors; in this case, red / orange compared to blue. In addition, stories from the participants were analyzed to see whether the colors elicited positive, negative, or neutral reactions regarding their willingness to volunteer. Nevertheless, there should be considered that remarks from the participants about these dimensions are associated with the entire layout of the advertisements (See Appendix 2).

Red / Orange

Most participants mentioned the color red / orange in the volunteer recruitment advertisements as eliciting a positive reaction regarding their willingness to volunteer (R1, R3, R5-R8, R11, R13-R18). Words mentioned about the color red / orange were *'warm,' 'fun,' 'friendly,' 'urgent,' 'catches your attention,'* and *'comfortable.'*

However, other interviewees associated red/orange with eliciting a negative reaction regarding their volunteer intention (R2, R4, R19). These participants mentioned the color red / orange with words such as *'too event-type like,' 'too busy,' 'too much an advertisement,'* and *'cheap.'*

Blue

The color blue, combined with the advertisements' pictures, often elicited a negative or neutral (R1, R3, R5-R9, R11, R13-R18) reaction regarding their willingness to volunteer. Respondents mentioned the color blue with the words *'corporate,' 'cold,' 'business-like,' 'going to work,' 'too clean,' 'too relaxed,' 'calm,' 'structured,' 'static,' 'silent,'* and *'hard.'*

Nevertheless, other interviewees associated the color blue as positive (R2, R4, R19), with words to describe the color in the advertisement being *'chic,' 'serious,'* and *'calm.'* The latter was also mentioned among participants who had a negative association with the color blue; nevertheless, this word elicited a positive reaction for this participant (R4). Moreover, one of the participants with a more positive association with the color blue explained that the channel could



influence color preference. The participant explained: *'I think red or orange is more attractive for my click (on Instagram) because the blue advertisement might be a bit boring (on Instagram)'* (R4). At last, some participants mentioned that the color elicited no positive, negative, or neutral reaction in their willingness to volunteer (R10, R12, R20). Another observation is that almost none of the participants (R1-R18, R20) chose advertisement 3, a combination of funny text with the color blue. Participant 13 remarks about volunteer recruitment advertisement 3: *'I think this is especially nothing; it seems that you try to make a joke while being professional. No'*.

Pictures

Too general

As for the pictures part of the volunteer recruitment advertisement, some participants agreed that the pictures were too general (R5, R7, R10, R15). Often remarks made by these participants were that the pictures were taken from Google or other search engines. *For example, 'I think the images are overly clear... stock pictures, so to say.'* (R15), *'I can't really relate the pictures to volunteering work, as it is, I assume, stock pictures'* (R10), and *'Well, the pictures do not really attract me because if you type something in Google, you probably find this.'* One participant (R5) even mentioned being *'allergic to very 'static' pictures in advertisements.'* This participant explained not to be motivated to volunteer after seeing the pictures in the volunteer recruitment advertisements.

Representative pictures

Most participants would like the images to represent the volunteering job or organization they would apply for (R1, R3-7, R10, R15, R16-R18). *For example, 'I would rather like a picture of what I am going to do, now it seems like you only are just going to talk with people'* (R4), and *'Yes, I think just something of the volunteering work, so for example if you are going to volunteer at the food bank, someone that works at the food bank, so to say, or just something that fits volunteering work. This does not seem to fit volunteering work'* (R17) were often made comments. More representative images would positively influence those participants' willingness to volunteer.

When the interviewer asked if the pictures in the advertisement influenced the willingness to volunteer, most interviewees agreed. *'The pictures? Yes. 100%. That makes the atmosphere impression'* (R9); however, some interviewees mentioned that the pictures did not make any difference in their willingness to volunteer (R13, R20).



Summary

For most participants, red/orange elicited a positive reaction, whereas blue elicited a negative or neutral reaction concerning the willingness to volunteer (R1, R3, R5-R8, R11, R13-R18). Nevertheless, for some participants, the color blue elicited positive reactions concerning their willingness to volunteer, whereas red/orange elicited a negative reaction (R2, R4, R19).

The pictures of the advertisements were thought by some participants to be too general. This elicited a negative reaction regarding their willingness to participate in volunteering. Almost all participants (R1, R3-7, R10, R15, R16-R18) would recommend including more representative pictures in the volunteer recruitment advertisements regarding the volunteering work.

Language

The language dimension has been coded in the dimensions '*Objectives*,' '*Humor*,' and '*Balance*.' Below is elaborated upon every dimension. Participants' responses and the observed pattern regarding its effect on the willingness to volunteer are discussed.

Objectives

In the language, all participants mentioned that they missed the overarching goal—for example, the kind of volunteer work they would do. Knowing the benefits of learning outcomes but not the practical constraints (time, place) or what they would be doing was one of the most mentioned remarks (R1-R20). '*What are you going to do?*' (R3), '*It is unclear what you will do.*' (R4), '*My first thought is, what is this about? It is especially focused on what you will get out of it, but there is no mention about what you are going to do, how much time is needed, and whom you are going to help.*'(R6).

Participants recommend including the practical constraints and skills or competencies the volunteer organization needs (R1-R20). '*What I notice, or where I at least, now I am applying for jobs, go well on, is if people say what they are searching for in me. This text focuses on what I learn from the organization and what benefits I will get. However, if you, for example, would include what you need from me, I would think: that is me. So I can help you.*' (R8) and '*I liked one non-profit organization very much. It was about volunteering with non-profits or companies with not that much money.... Then I could design a website or something, but I have to say, I did not feel entirely.... How do you say that, competent for it, because I was, I think it was 2 or 3 years ago, I*



was still a student It would have been nice if they had included in the text what they were searching for (R16).

According to the participants, mentioning the volunteer work's goal and practical objectives could elicit a positive reaction regarding their willingness to volunteer. However, not including this often elicited a negative reaction regarding the willingness to volunteer for the participants.

Humor

Some participants liked the humoristic language in the advertisements (advertisements 2 and 3). Some even decided based on this language; for them, it turned out to be the most attractive volunteer recruitment message (R1, R3, R5, R7, R8, R9, R19). *'It is more a social text, and it seems like the volunteer community gives you unlimited high fives. Then you get more of the idea that you do it together (R3), 'Together the text sounds nice' (R5), 'For me, it is important that the text is funny' (R8).*

Nevertheless, some of the interviewees disliked the humoristic text so much that it worked negatively regarding their decision to participate in volunteering after reading the advertisement (R2, R4, R6, R7, R10, R15, R16, R17, R18), Especially the words *'we are in need for you,' 'benefits include,' 'all you can eat Goldfish crackers,' 'instant hero status,* and *'Join the fun'* were disliked by some of the participants. Interviewees said: *'For me, it feels like it (volunteering) is made a bit too beautiful in this one. Instant hero status and all you can eat... yes, it is just a bit weird (R2), 'If you say 'we are in need for you,' that sounds just a bit desperate' (R7, R17), 'This organization does not take itself very serious.'* (R10).

Reasons for disliking the text were mentioned as the following: *'Benefits, I do not want benefits. I would do it because it is better for others. Learning something from it is good, but you do not need to get something out of it. For yourself, at least for me in volunteering work' (R2). 'No, just no. It sounds way too trendy for me' (R15).*

Using humor in language could have both elicit both positive or negative reactions on the willingness to volunteer.



Balance

As a recommendation for the language, some participants mentioned balance. One example was balancing humor and seriousness in the text (R11, R1, R8, R16, R19). *'If it would be combined with 'instant hero status' with 'social skills' and 'organizing events,' 'responsibility' 'free socializing hours, maybe then... Because with certain words in this advertisement (advertisements 2 & 3), you don't get me (R11).*

In addition to this factor, mentioning the efficiency of the volunteering work, e.g., creating a balance in, for example, time and impact in the language, was an interesting thought of two participants (R18, R19). As interviewee 19 explains: *'I read somewhere that per blood donation, three lives are saved. I do not know how much of this information is correct. Anyways, they need it, and for me, it is just one hour per donation ... I would think that this is important in the text of an advertisement, that my time will be used well.*

According to some participants, the right balance in language could elicit a positive reaction regarding the willingness to volunteer after reading a volunteer recruitment advertisement.

Summary

In the dimension 'Objectives,' participants mentioned that the goal, practical factors, and limitations of the volunteer are necessary factors to be mentioned in the language (R1-R20). Therefore, the language used in these designed volunteer recruitment advertisements often elicited negative reactions upon the willingness to volunteer participants, as it missed the goal and practical factors. However, according to participants, including these 'Objectives' could positively influence the willingness to volunteer.

Concerning humor, while some interviewees (R1, R3, R5, R7, R8, R9, R19) liked the humoristic texts (advertisements 2 & 3), others (R2, R4, R6, R7, R10, R15, R16, R17, R18) it elicited negative reactions regarding participating in volunteering after reading these texts.

At last, some participants remarked on creating balance in the language. Humor, what you learn from it, and a clear impact versus time in the language were mentioned as having a possible positive effect on the willingness to volunteer.



4.2.2. Receiver

To answer the question 'how do language and image in volunteer recruitment advertisements affect the willingness to volunteer?', not only language and images were found to be influential factors. The receiver that decodes the volunteer recruitment advertisement also influences the effect of language and image. Observed was that the characteristics of the receiver influence the interpretation of a volunteer recruitment advertisement. In the next part, the dimensions 'definition of volunteer work,' 'experience with volunteer work,' 'motivations to volunteer,' and 'interpretations' are mentioned to affect the interpretation of a message for the receiver, e.g., the person that decodes the message. These four dimensions were observed to affect the interpretation of images and language in volunteer recruitment advertisements of participants, with regards to their willingness to volunteer.

Definition of volunteer work

Feeling attracted to a volunteer recruitment advertisement might have something to do with a person's definition of volunteering. This definition might influence the interpretation and, thus, volunteer recruitment advertisements concerning the willingness to volunteer.

The definition a participant has of volunteering work sometimes determines the choice for the volunteer recruitment advertisement. As participants said: *'I don't say it does not attract me at all, because it is my second choice as a volunteer recruitment ad (about advertisement 1). Yes, it is just what I say, colder. It is more business-like. Volunteer work I associate with nice and pleasant things. You do not go to a lawyer's office for volunteer work. At least, I would not do it. I want to volunteer at something sociable. I do not see it as something moody to do' (R1). 'I would like blue for work or serious things, but yes, because volunteering work is also pleasant and sociable, maybe you let go of the seriousness' R17).*

Sometimes there needed to be more clarity about the definition of volunteering. Some participants who voluntarily were board members for their student association (R1, R8, R15, R19) did not define this as volunteering. As one participant explained: *'I think I associate volunteering work more with doing stuff for good causes. So I think I associate volunteer work with good causes instead of doing a voluntary board' (R1).* The participant first ranked the second red recruitment advertisement (volunteer recruitment advertisement two). Later the participant said about the



volunteer recruitment advertisement one and three: *'I think for the board year I did, the style, I think the style of the formal, blue poster is more fitting. I do not know whether I like it, but I think it is more fitting'*. (R1). The definition of volunteering might influence the decision to volunteer from a volunteer recruitment advertisement. Because in practice, both the voluntary board year of this participant and 'doing stuff for good causes' is volunteerism, according to the formal definition (the one mentioned in this research). However, this participant had a different definition of volunteering. As a result, he made a different choice regarding which volunteer recruitment advertisement he would think more fitting or appealing.

Experience with volunteering

Participants' experiences with volunteering also seemed to affect the choice for preferred volunteer recruitment advertisement (R9, R13, R19). As participants remarked: *'Yes, I was thinking about it. I think that maybe the reason for me to click on such an advertisement (volunteer recruitment advertisement) is that I have done DroneTeam. The vibe that (volunteering) can be fun has an influence in the sense that I want to do this more often. So I think that that is a very important point, also the reason that I would be interested in volunteering, when not hearing it from friends, but seeing it in an advertisement (R13), 'I already did student volunteer committees from my first year. Afterward, I started to think, 'oh, I like doing committees, so I probably would like a student volunteer board year as well.'* (R19). The same participant continued: *'I like this one more, yes, I think that the pictures in the blue advertisement, that is more where I am used to (refers to his volunteer work as a board member for his student association), especially the combination with working and volunteer work, and I think that is why this one appeals more to me.'*, and *'Yes, I recognize that font. Because Refugees Forward (a non-profit organization) also used that Font. In their Instagram. So I have to say, it feels familiar. It feels warmer'* (R9).

Motivations to volunteer

Participants also mentioned that the choice for a preferred volunteer recruitment advertisement would depend on their motivation at the time of the search. Interviewees explained: *'It depends, I think, a bit on the situation I would be in at that moment if I would go for this advertisement or the other if I am a bit in a more serious phase, and I have to do something serious, I would go for the other I think'* (R11), and *'It depends a bit on the situation I would be in at the time, if I would go for this one or the other, if I would be in phase I have to do something serious, then I might go for*



the other one. However, if I am in a phase of looking for something fun or getting to know people, I would rather go for this one.' (R6).

Another observation was that for a participant that had a 'Career' motivation, this should not be recognizable in the advertisement (R9). As the interviewee explains: *'It should be explained more silent, not that expressive, so more really... But, of course, every leadership position is good for your cv, and in definition, it would help, but I do not know whether you should say it.'* (R9).

Interpretations

Sometimes specific interpretations of the design or text influenced the choice of a volunteer recruitment advertisement. As participants explain (R9, R11): *'I also think a bit, maybe, because the blue one, it shows much formality, so maybe I automatically have the association, okay this is going to cost much time, and the people with whom you are going to sit will be very serious. It might be pleasant, but it is next level, so to say.'* (R11), *'If I look at the first one, it looks so formal. I think then yes; I am sorry as if I am going to Deloitte (consultancy company) so to say'* (R9), the same participant continues, *'I think, if you put the language in New Times Roman, I get the feeling like... I am walking into some consulting firm or Investment Banking firm.'* (R9).

Various interpretations of sometimes the same elements in the volunteer recruitment advertisements were observed differently. For example, participants said about the pictures of the persons behind the laptop (volunteer recruitment advertisement one, picture one). *'And the people? I do not know whether I think that it seems that they are having fun.'* (R16), *'It is very safe and standard. You have your place, your job; this is what you do, and nothing 'out of the ordinary,' nothing weird, nothing new'* (R7), and R10: *'Then I think they are looking at something funny, a funny video or something. Or a mime, or whatever. The well-known procrastinating.'*

This was also observed in the text. For example, one participant would explain that the text of volunteer recruitment advertisements one and four was more straightforward. In contrast, another participant would choose this same explanation for the text in recruitment advertisements two and three. This was, for example, the case with respondent 15 compared to respondent 1: *'Yes, as I mentioned, the 'all you can eat Goldfish crackers'... That is just... I would never think of that at first; what do you mean by that? I prefer 'social skills,' 'organizing events,' Responsibility, and Management, ' which is clearer to me* (R15). *'Yes, it is a bit, yeah, I mean 'social skills,' it is floaty.*



Look, in the other one, you wrote, 'All you can eat Goldfish crackers, ' it doesn't matter whether this is Goldfish crackers or that it is all you can eat. But, yes, you know, if you had put 'all you can eat Stroopwafels,' it was even more my number 1 choice. Yes, it is clearer. Organizing an event that is very unclear' (R1).

Summary

The definition of volunteering, past volunteer experiences, motivations to volunteer, and interpretations were all mentioned by participants as possible reasons for the choice of one volunteer recruitment advertisement over another in willingness for them to volunteer. There was observed that when the definition of volunteering changed, outcomes for the effect of image and language on volunteering would be different. The same outcome was noted with participants that preferred one advertisement over another due to past volunteer experiences. Motivations to volunteer also were named, even by participants themselves, in their choice for the preferred volunteer recruitment advertisement. At last, interpretations were mentioned, and as becomes clear from the study, every participant views colors, words, pictures, and many more elements differently.

4.2.3. Message, Receiver and Academic background

'How do language and image in volunteer recruitment advertisement affect the willingness to volunteer based upon academic background?'

For the central question of this research, participants from both academic disciplines were compared. Nevertheless, no difference in the academic background was observed regarding how language and images in volunteer recruitment advertisements affect the willingness to volunteer. In Appendix 5, results can be found by ranking the different volunteer recruitment advertisements for the academic backgrounds together and separately (engineering, business). From the ranking results, for both groups, volunteer recruitment advertisement four was ranked first (60%, R7, R8, R10-R18). R20 remarks about volunteer recruitment advertisement four: *'This could even fit, not a 100% match, but because it looks nice, and you learn something from it.'*

Nevertheless, a difference was observed for the second-ranking choice. Most participants with an academic business background had the first volunteer recruitment advertisement as the second



choice. In contrast, most participants with an academic engineering background had volunteer recruitment advertisement two as their second choice.

The last choice for both academic backgrounds was the third volunteer recruitment advertisement (50% and 70%).

Regarding the willingness to volunteer, observations for the images category, colors, and pictures were similar regarding academic background. Nevertheless, in language, two participants with an academic engineering background mentioned including a trade-off between time and the impact of volunteering. At last, in the Receiver part, no difference between those with an Engineering or Business academic background could be observed in how language and image affected the willingness to volunteer.



5. Conclusion

This research investigated the decision process of persons with different academic backgrounds in how language and image in volunteer recruitment advertisements affected their willingness to volunteer. In previous literature, academic disciplines have been found to engage differently in voluntary actions (Haski-Leventhal et al., 2008; Sax, 2004; O'Brien, 1993). Based on these studies, the motivations for volunteering were also thought to differ per academic discipline. In addition, Clary et al. (1998) state that messages that match with these motivations are appealing for persons to volunteer. Following these two thoughts, this research tried to answer the two research questions: *'How does the willingness to volunteer differ for persons with different academic backgrounds?'* and *'How do language and image in volunteer recruitment advertisements affect the willingness to volunteer for persons with different academic backgrounds?'*. For the scope of the research, only two academic disciplines, Engineering and Business, were considered.

The first part of the research investigated whether motivations to volunteer differ based on academic background. In this study, persons' willingness to volunteer was found to be based on intrinsic and extrinsic motivations. The first intrinsic motivation was 'Joy,' as interviewees liked to volunteer and be around people. Next, 'Enhancement' was listed, as persons thought they would learn from their volunteering activities. Moreover, the last intrinsic motivation was 'Impact,' as participants wanted their voluntary undertaking to impact society positively.

On the other hand, extrinsic motivations were discovered to be 'Career' focused, gaining more experience on one's curriculum vitae. Another extrinsic motivation was 'Appreciation,' fixed on the reaction one would get from others. Nevertheless, extrinsic motivations were always discovered to accompany other intrinsic motivations.

The first research question was: *'How does the willingness to volunteer differ for persons with different academic backgrounds?'*. From the interviews was observed that for participants with an academic engineering background, 'Joy' was a necessary and sometimes only element in their motivation to volunteer. In addition, no extrinsic motivations were found in the willingness to volunteer for those with an engineering academic background. On the other hand, motivations for



those with an academic business background mainly were a combination of the intrinsic motivations 'Joy,' 'Impact,' and 'Enhancement,' as well as the extrinsic motivations 'Career' and 'Appreciation .' For this part of the research, a difference in willingness to volunteer based on academic discipline was observed.

The second part examined how language and image in volunteer recruitment advertisements affect the willingness of persons to volunteer based on academic background. *Language* was observed to elicit positive or negative reactions by using 'Humor,' funny or humoristic texts. Adverse reactions to language were discovered for not listing the 'Objectives' practical elements of the volunteer work. Participants mentioned 'Balance' in the language to elicit favorable reactions by, for example, mentioning the time versus the impact or balancing humor and practical elements in the language. *Images* were noticed to elicit positive or negative reactions through the color, 'Blue' or 'Red". For the pictures, participants mentioned that they were 'Too general' and were suggested to be more 'Representative' for the volunteer work.

Nevertheless, these observations were discovered to not be the only deterrent in the preference for specific content in volunteer recruitment advertisements. Noticed was that characteristics of the Receiver also had an influence. However, after observing the results, these characteristics were based upon something other than an academic background. For a summary of results in 1st-order codes, 2nd-order codes, and aggregated dimensions, see Figure 5.

When observing the results to answer the second research question: *'How do language and image in volunteer recruitment advertisements affect the willingness to volunteer for persons with different academic backgrounds?'* no trend in the choice of the academic field was noticed. In other words, the academic background did not affect how language, and image in volunteer recruitment advertisements affect an individual's willingness to volunteer.



Dimensions	Categories	Core category
Humor	Language	Message
Balance		
Objectives		
Colors	Image	
Pictures		
Serious	Definition of volunteer work	Receiver
Pleasant		
Recognizable	Experience with volunteer work	
Knowledge		
Intrinsic motivations	Motivations to volunteer	
Extrinsic motivations		
Memories	Interpretations	
Thoughts		

Figure 5. Dimensions, Categories and Core categories.



In this section, the results are discussed and future research possibilities are given. On top of that, practical as well as theoretical implications are mentioned. At last there is touched upon the limitations of this research.

6. Discussion

6.1. Points of Discussion

In the first part of the results, motivations to participate in volunteering differ based on academic background. A discussion point is whether the observed difference in 'Joy' motivations for participants' interviews with an academic engineering background is based on the participants' University instead of academic background. Most of the participants with an academic engineering background came from the University of Twente, a campus university. Student activism, or volunteering, was usual for the participants' from these universities. It was also the two participants that only volunteered for the 'Joy' motivation that came from the University of Twente. These participants mentioned that it was normal to volunteer for 'Joy' as everyone around them volunteered in the student community, which made it fun. Therefore, environmental factors, such as the type of University, might have influenced the willingness to volunteer for those with an academic engineering background. This follows the findings from Sax (2004) about a students 'academic being about the environment that explains why he or she would volunteer, such as that engineers volunteer less, as no one in their environment volunteers. In this case, the students 'academic background is suggested to be a University and its characteristics. Moreover, Alfes et al. (2016) also state that one's environment can influence motivations to volunteer. Recommended for future research is to investigate whether the type of University influences the motivations for persons to volunteer and, therefore, the interpretation of language and image in volunteer recruitment advertisements.

Besides, a possible reason for persons with an academic business background to mention the external motive of 'Career' to participate in volunteering might be *job security*. Persons with an academic business background need to gain experience to secure a job to compete with others with the same academic background. As respondent 11 explains: *'I saw a lot of people had stuff on their CV, so I thought, volunteering seems like fun, and it is good for my CV.'* However, persons with an



academic engineering background might feel this need less, as the current job market is more demanding for persons with an engineering academic background.

Another interesting point of discussion is what factors, if not academic background, influence the effect of language and image in a volunteer recruitment advertisement on the willingness to volunteer. Through the results, the Receiver has been categorized in the dimensions' Definition of volunteering,' 'Experience with volunteering,' 'Motivations to volunteer,' and 'Interpretations.' These dimensions are potentially influential in the effect language, and image in volunteer recruitment advertisements have on a person's willingness to volunteer. The Receivers' categories Definition of volunteering', 'Experience with volunteering,' and 'Motivations to volunteer' could have influenced how language and image affect their willingness to volunteer. In other words, for specific content to appeal to different target groups of candidates, these characteristics could define the different target groups. However, language and image might be more challenging to influence the Receiver's characteristics category 'Interpretations,' as this dimension is based on unique world views and experiences and thus differs for everyone.

Moreover, although the motives of some participants in this study were the same, these sometimes did not match the preferred choice for the volunteer recruitment advertisement. This questions Clary et al. (1998) study where advertisements that matched with motives increased the likeliness of applying to volunteer for persons. It is, therefore, discussable if the recommendation of Pulizzi (2012) to develop specific content to appeal to different target groups of candidates is, in practice, feasible. Nevertheless, future research could focus on elements that are influential in the decision process for participating in volunteering after reading and seeing a volunteer recruitment advertisement.

Thirdly, discussable in the *language* on the willingness to volunteer is the suggestion to balance time versus impact in language, in other words, the 'efficiency' of the volunteer work. Two participants with an academic engineering background suggested that if this balance were noticed in the language of the volunteer advertisement, it would have elicited a positive reaction to their willingness to participate in volunteering. As these two participants both had an Engineering academic background, using this observation in language could motivate persons with an academic



engineering background to volunteer; nevertheless, this was not suggested nor asked among other participants with an academic engineering background nor for those with a business academic background. Hence, future research could determine whether such a balance in the language would be a determining factor for participants with an academic engineering background or to participate in volunteering after reading the language of a volunteer recruitment advertisement.

In addition, this research has looked into two aspects of the Source-Message-Channel-Receiver model, the Message and the Receiver (Berlo, 1960). Nevertheless, Berlo's basic communication model emphasizes four components to be important and influential in the communication process. Therefore discussable is whether including only two components of this model in the category result scheme was wise, as the other two components, Source and Channel, could also be influential in pursuing effective communication. Future research could investigate the effect of the message, image, and language on all three other components.

Into the bargain is Clary and Snyder's (1999) Volunteer Functions Inventory. For the intrinsic motivations 'Joy' and 'Impact,' the Volunteer Functions Inventory did not have a relevant component in congruence with the results of this study. Almost all participants mentioned 'fun' as a motive to volunteer, which for them meant having fun or pleasure in doing the volunteer work. Hence, 'Joy' as motivation to volunteer could sometimes be combined with the 'Social' motivation component (sustaining existing relationships) from the study of Clary and Snyder. Nevertheless, the Definition of the 'Social' dimension in the Volunteer Functions Inventory alone did not provide sufficient enough for the results of motivations to volunteer in this study. Okun and Schultz (2003) also included a new motivation not described by Clary & Snyder in their study. Their motivation was "making friends," the desire to make new friends as the motive for volunteering.

Nevertheless, from the results of this study, making new friends (Okun & Schultz, 2003) and sustaining friends (Clary & Snyder, 1999) were not in coherence with the participant's motive of 'fun' and 'fun with friends' in this study. Furthermore, the Values motive in Clary & Snyder's (1999) Volunteer Functions Inventory also seemed incompatible with the results. Volunteering was mentioned to express or act on essential values like humanitarianism. Hence, participants often combined it with making an impact, making a difference for the greater good, instead of 'just' acting on essential values such as humanitarianism. It is, therefore, discussable whether Clary and



Snyder's Volunteer Functions Inventory lists all possible motivations persons could have to volunteer.

Moreover, if it is not desirable to add a motivation that describes the motive, Joy, or enlarges the definition of the components' Social' and 'Values' in the Volunteer Function Inventory. Furthermore, the motive of 'Appreciation,' the positive reactions a volunteer can get from others (e.g., family, friends, acquaintances) from participating in volunteering, needs to be listed in Clary and Snyder's (1999) Volunteer Functions Inventory. Discussable is whether to extend the Volunteers Function Inventory with this component, as only one participant mentioned this motivation. Future research could confirm whether Clary and Snyder's (1999) Volunteers Functions Inventory should be extended with these characteristics.

Additionally, the results from this study disagree with the findings of Handy et al. (2010) outcomes on motivations to volunteer for participants with an academic background were in this study not found to be primarily altruistic, but 'Joy.' Moreover, the results of this study agree with one of the discussion points in Handy et al. (2010) study about that students might find it embarrassing to acknowledge that they volunteer for learning or résumé building. As respondent 9 said: *'To be entirely honest, the main reason (for volunteering) was actually CV.'*

In addition, a point of discussion is the age of the participants. All participants fell in an age range of over ten years, from 19 to 28. In the study of Clary & Snyder (1999) and Okun & Schultz (2003), differences were found between older and younger volunteers in some cases, such as that younger volunteers find career motives more important. Nevertheless, in this age range, participants who were still studying (bachelor; master) and those who had just started a job were interviewed. Differences in motives were, in some cases, already found between these two types of participants. As one participant that just started a job explained (R17): *'Yes, in, say, my student days, personal development was the biggest motivation. Then because I liked it and said to give something back or add something, that has changed a bit now that it's more that I want to give something back or add something, I like it, and then personal development. So, say yes, because I have experienced all those personal developments, something has changed in my motivation.'* It could be that motives to volunteer already change when participants start a job, a new phase in their life, or personally



develop instead of by age, the difference between young and old volunteers. Future research could investigate whether aging matters in the question of what the effect of language and image in volunteer recruitment advertisements is on the willingness to volunteer and whether it is age, phase in life, or personal development that makes the difference in willingness to volunteer.

Furthermore, due to the scope of the research, there was decided only to research two different academic disciplines, business and engineering. Future research is encouraged to extend the scope of this research to other disciplines to validate whether motivations, as well as the effect of language and image in advertisements on the willingness to volunteer, is to be differentiated by other academic disciplines (e.g., humanities, social sciences). Especially as other academic backgrounds also participate in different voluntary actions (Haski-Leventhal et al., 2008).

Another point of discussion lies within the scope of the research by only using Dutch participants from Dutch universities. It could be interesting to see if international students that study in the Netherlands with an engineering or business academic background have different motivations and interpretations of images and languages in the volunteer recruitment advertisement. In the study of Haski-Leventhal (2008), voluntary actions from different academic disciplines were observed to be different with local culture. Nevertheless, students with a different national background that study in the Netherlands could be discussed as becoming part of the local cultures and norms, as they are assumed to live in the country where they are pursuing their academics. It could be interesting for future research to study these differences. In addition, as no universal trend was found between voluntary action, academic discipline, and local cultures and norms, future research could investigate whether the results of this study are different in other countries than the Netherlands.

Moreover, this research took a motive-based perspective concerning how image and language affect the willingness to volunteer for persons with different academic backgrounds. However, it might be interesting to see whether for the loyalty or matching based perspective (Alfes et al., 2016) other results are observable. It could be that persons with different academic backgrounds are more drawn to value or loyalty based messages in volunteer recruitment advertisements. Future research is recommended to investigate this.



At last, interesting future research could extend the scope of the research to students with educational backgrounds other than academics. In this research, only participants with an academic background were interviewed; however, as one participant remarked (R7): '*University students are always open to learning... would it not be more interesting to look into the difference between MBO (another educational level in the Netherlands) versus University students?*'. Most students with an academic background preferred the recruitment advertisement with the learning benefits (volunteer recruitment advertisement 4). Discussable is whether this might be the case as students with a background in academics are assumed to be always open to learning. Students from other educational levels, those that are more professionally oriented, might be more focused on other benefits of volunteering than learning. As a result, they might be attracted by other volunteer recruitment advertisements.

6.2. Practical Implications

The results of this research have some to-the-point implications for volunteer organizations. The main finding of the research is that an academic discipline (engineering and business) is not affecting how language and image affect the willingness to volunteer in volunteer recruitment advertisements. Therefore, tailor-made content for these specific groups in volunteer recruitment advertisements is not recommended.

As there can only be guessed about the influential factors that play a role for a person to determine whether or not to volunteer after seeing a volunteer recruitment advertisement, some general results could be interesting for volunteer organizations. As observed from *language*, humor in language elicits either positive or negative reactions to the willingness to volunteer. Some persons liked the humoristic texts, whereas, for others, it created a negative association. The latter could result in these participants having a negative image of the volunteer organization; '*This organization does not take itself very seriously*' (R10). The result about humor follows the literature on using humor in the language of company recruitment advertisements (Oikarinen, 2022). As a practical implication, it is therefore recommended to use humor in the language of volunteer recruitment advertisements carefully.



Moreover, participants recommended using a balance in language. Such as a combination of a serious text with some humoristic elements. Alternatively, an efficient balance between the time used and the impact made with the volunteer work. Another recommendation was to include the goal and practical elements of the volunteer work in the language of the advertisements. These latter results seem to agree with the recommendation from Acarlar & Bilgiç (2013) to include more specific than general information in volunteer recruitment advertisements.

For *Image*, color was observed to elicit negative, neutral, or positive reactions on the willingness to volunteer. Therefore, volunteer organizations should consider choosing a color in volunteer advertisements in coherence with the feeling they want to spread. Moreover, if the text, according to almost all the participants (R1-R18, R20), was not in coherence with the associated feeling of the color (for example, in volunteer recruitment advertisement three), it elicited negative reactions on the willingness to volunteer. Furthermore, for pictures, volunteer organizations should consider representing the volunteers or the volunteer work in the images of the advertisement.

6.3. Theoretical implications

For the theoretical implications, this research has confirmed various previous research findings. For example, the theory from Deci & Ryan (2000) that distinguishes between intrinsic and extrinsically motivated behaviors. These motivations were then enriched partly with the theory from Clary & Snyder (1999) and their Volunteer Functions Inventory. Moreover, two components of the Source-Message-Channel-Receiver model from Berlo (1960) seemed crucial in determining the factors for the effect of communication content on the willingness to volunteer. Moreover, the 'Objectives' component from the results seems to agree with the findings from Acarlar & Bilgiç (2013) that language in volunteer recruitment advertisements should be more specific than general when giving information. At last, the results from the humor part in the language of volunteer recruitment advertisements seemed to be in coherence with the findings from Oikarinen (2022).

The main theoretical implication of this research is that some motivations to volunteer are different based on academic disciplines. It, therefore, nuances previous research (e.g., Cnaan & Goldberg-Glen, 1991; Clary & Snyder, 1999; Okun & Shultz, 2003) on motivational factors to intend in



volunteering. Future research could nuance this further and include multiple academic disciplines to see whether these also have different motivational factors for volunteering.

Aside from these findings, the research adds to general research about volunteer recruitment advertisements. For example, Alfes et al. (2016) explained that the differences between paid staff versus volunteers make it doubtful to transfer HR practices from corporations. Nevertheless, findings about the language of volunteer recruitment advertisements in this research seem coherent with Oikarinen's (2022) and Acarlar & Bilgiç's (2013) findings. Hence, future research should investigate what could be transferred between companies and volunteer organizations concerning the recruitment advertisement field.

6.4. Limitations

First of all, the limitations of this study lay within the qualitative nature, as results cannot be generalized to the entire population investigated (persons with an engineering or business academic background) due to the small sample size interviewed (Ritchie & Lewis, 2003). However, choosing a qualitative research design was desirable for achieving the research objectives, as the answer to the research question was determined to be deeply rooted in the decision process of persons. Moreover, the population was limited to nationality, age, and particular academic backgrounds. Therefore, the extent to which it represents the entire population with an academic background has yet to be discovered.

The second limitation of the research entails selection bias. The researcher chose the participants who participated in the research as representatives of the population. Nevertheless, due to not using randomization as a method but using participants from the researcher's network, a selection bias might have been caused (Ritchie & Lewis, 2003). Therefore, selection bias might limit the results of this study as the chosen participants might have needed to be chosen more randomly to be representatives of the population. For example, most interviewees studied at the University of Twente, a campus-based university. Environmental factors (e.g., more community, volunteer-based) might have influenced the perceptions and experiences of volunteer work for the participants from this University.

Moreover, all the persons interviewed already had done some volunteer work, which might be an unconscious result of participants being interviewed from the researchers' network alone.



Therefore, volunteer experiences for these participants might have influenced their motives to volunteer and, thus, the data gathered from the interviews. Additionally, some engineers interviewed were engineers from a natural sciences field (e.g., chemistry engineering). As students with natural sciences and academic engineering backgrounds have different results in the study of Haski-Leventhal et al. (2008), answers from participants with a combination of these two might have influenced the outcomes. Recommended is, therefore, to conduct further studies that consider these characteristics.

Moreover, as explained in Berlo's (1960) communication model: the source and its characteristics (Communication skills, Attitudes, Knowledge, Social System, and Culture) also play a role in the efficiency and interpretation of communication. Another limitation is the designed recruitment advertisements. The researcher herself designed the recruitment advertisements. Therefore, the idea of how participants would interpret these advertisements might have worked incorrectly (e.g., the humoristic text might not have needed to be interpreted as humoristic at all). Nevertheless, to maximize the intern validity of this study, the recruitment advertisements were designed with the help of initial interviews with engineering and business-focused volunteer student association. An analysis of recruitment advertisements from business and engineering-focused volunteer organizations further helped the researcher design the recruitment advertisements.

Another limitation comes from the interviews, as the researcher might have subconsciously influenced the research, considering that the researcher was the only one interviewing the participants. As a result, interviewees could have had problems remembering experiences, and the interviewer could have misinterpreted them. Moreover, it brings along the limitation of the results being coded solo by the researcher. Using no help from other researchers might have limited the validity and trustworthiness of the coding (Saldaña, 2021). The data, for example, could have been misinterpreted by the researcher. Nevertheless, writing analytic memos, coding while transcribing the interviews, and checking interpretations with participants have been used to minimize the risk of this limitation (Saldaña, 2021).



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Appendices

In this Appendix the interview questions, designed volunteer recruitment advertisements, participants' demographics, initial coding scheme and results from the rankings can be found. The interview recordings, transcriptions, analytic memo's and first coding results from Atlas.ti can be provided upon request.

Appendix 1. Interview questions

Introduction, shortly listing the objectives of the interview. Requesting permission to record.

1. What were motivations for you to (not) participate in volunteering?
 - i. What kind of volunteer job did you do?
 - l. How did you find out about this volunteering job?
2. What were your motivations / the aspects to (not) participate in volunteering?
3. What is in general opinion about volunteer recruitment advertisements you came across?
 - a. On which digital marketing tools did you see the volunteer recruitment advertisements?
 - b. Did some aspects of the volunteer recruitment advertisement appeal to you?
 - c. Where you motivated to participate in volunteering after seeing some of these volunteer recruitment advertisements?

In this phase of the interview 4 volunteer recruitment advertisements are shown to the participant.

4. The participant is asked to rank the volunteer recruitment advertisements.
 - a. Why did you ranked them in this way?
 - b. What are the reasons you ranked them in this way?
 - c. Which volunteer recruitment advertisement is more appealing to you and why?
 - d. Are you more motivated to participate in volunteering after seeing some of these volunteer recruitment advertisements?
5. In the shown recruitment advertisements what language did appeal more to you?
 - a. Why does this language appeal more to you?
 - b. What are the factors in this language appeal to you?
 - c. Where you more motivated to participate in volunteering after seeing the language used in the volunteer recruitment advertisement(s)?
6. In the shown recruitment advertisements what image did appeal more to you?
 - a. Why did this image appeal more to you?
 - b. What are the factors in these images appeal to you?
 - c. Where you more motivated to participate in volunteering after seeing the images used in the volunteer recruitment advertisement(s)?

In this phase of the interview the research objectives are explained.

7. Do you have any other comments regarding this topic/research that could be relevant to be addressed?



Appendix 2. Designed volunteer recruitment advertisements

We are looking for you!

You learn:

- Social skills
- Organising an event
- Responsibility
- Management



Challenge yourself! Send an e-mail to yahoo@com

2.1 Volunteer recruitment advertisement 1.

WE ARE IN NEED FOR YOU!

Benefits include:

- Instant hero status
- All you can eat Goldfish crackers
- Unlimited high fives
- Free socializing hours!



Join the fun! Send an e-mail to yahoo@com

2.2. Volunteer recruitment advertisement 2.



We are in need for you!

Benefits include:

- Instant hero status
- All you can eat Goldfish crackers
- Unlimited high fives
- Free socializing hours!




Join the Fun! Send an e-mail to yahoo@com

2.3. Volunteer recruitment advertisement 3.

WE ARE LOOKING FOR YOU!

You learn:

- Social skills
- Organising an event
- Responsibility
- Management




Challenge yourself! Send an e-mail to yahoo@com

2.4. Volunteer recruitment advertisement 4.



Appendix 3. Participants' demographics

Participant	Age	Academic Background	Identified gender	University	Duration Interview
Respondent 1 (R1)	26	Chemical Engineering	Male	University of Twente	50m37s
Respondent 2 (R2)	23	International Business Administration / Accounting	Female	Nijmegen University	30m, 11s
Respondent 3 (R3)	22	International Business	Male	Erasmus University Rotterdam	37m, 05s
Respondent 4 (R4)	24	Mechanical Engineering	Female	Delft University	45m, 9s
Respondent 5 (R5)	24	Technical Medicine Engineering	Female	University of Twente	42m, 46s
Respondent 6 (R6)	23	International Business	Male	Erasmus University Rotterdam	1h, 6m, 13s
Respondent 7 (R7)	22	International Business Administration	Male	University of Twente	44m, 24s
Respondent 8 (R8)	23	International / Financial Business	Female	Erasmus University Rotterdam	27m,39s
Respondent 9 (R9)	25	International Business	Male	Erasmus University Rotterdam	1h, 13m, 34s
Respondent 10 (R10)	24	International Business Administration	Male	University of Twente	1h, 1m38s
Respondent 11 (R11)	24	International Business Administration	Female	Tilburg University	34m, 7s
Respondent 12 (R12)	24	Mechanical Engineering	Male	University of Twente	35m, 22s



Respondent 13 (R13)	20	Engineering Physics	Male	University of Twente	40m, 12s
Respondent 14 (R14)	23	International Business	Female	Erasmus University Rotterdam	24m, 29s
Respondent 15 (R15)	22	Mechanical Engineering	Female	University of Twente	36m, 59s
Respondent 16 (R16)	24	Industrial Engineering	Female	Delft University	44m, 58s
Respondent 17 (R17)	23	International Business	Female	University of Twente	30m, 40s
Respondent 18 (R18)	23	Industrial Engineering	Female	University of Twente	54m, 06s
Respondent 19 (R19)	24	Mechanical Engineering	Male	University of Twente	49m, 46s
Respondent 20 (R20)	28	Biomedical Engineering	Male	University of Twente	50m, 04s



Appendix 4. Coding schemes

Sub-dimensions	Dimensions	Categories	Core category
Elicit negative reactions	Humor	Language	Message
Elicit positive reactions			
Elicit neutral reactions			
Impact vs. Time	Balance		
Humoristic vs. Serious			
Goal	Objectives		
Practical			
Reactions to blue	Colors	Image	
Reactions to red/orange			
Too general	Pictures		
Representative			
Making an impact	Serious	Definition of volunteer work	Receiver
Nice and fun	Pleasant		
Being used to	Recognizable	Experience with volunteer work	
Knowing how it is	Knowledge		
Joy	Intrinsic motivations	Motivations to volunteer	
Enhancement			
Impact			
Career	Extrinsic motivations		
Appreciation			
Going to work	Memories	Interpretations	
Fun			
Tangibility	Thoughts		
Perceptions			

4.1. Extensive final coding scheme



4.2. Initial coding tree

- Volunteer work
 - Volunteer by babysitting
 - Volunteer by blood donating
 - Volunteer by coaching
 - Volunteer by doing a student committee
 - Volunteer by fundraising
 - Volunteer by giving a class
 - Volunteer by helping seniors
 - Volunteer by horeca
 - Volunteer by representing others
 - Volunteer by organizing
 - Volunteer by student team
- Motives
 - Social
 - Fun
 - Fun with others
 - 'Gezellig'
 - Enhancement
 - Interest
 - Impact
 - Making a difference
 - Needs to urgent
 - See that it makes a different
 - Value
 - Career
 - Silent CV motivation
 - CV afterward
 - Reaction from others
- Volunteer definition
 - Confusion about volunteer definition
 - Not compulsory
 - Serious
 - Making an impact
 - Not corporate
 - Small
 - For others
 - Selfless
 - Pleasant



- Nice
 - Fun
 - Not student committees or board
- Text
 - Clearer text
 - Casual
 - Clear
 - Desperate
 - Funny
 - Instant hero status
 - Needed
 - Not serious
 - Sounds fun
 - Too informal
 - Unattractive
 - Goal
 - Practical
 - Balance
 - Humoristic vs. Serious
 - Impact vs. time
- Text more important
- Visuals more important
- Images
 - Experience
 - Being used too
 - Knowledge
 - Red
 - Catches your attention
 - Freedom
 - Fun
 - Too busy
 - Ugly
 - Urgent
 - Warm
 - Together
 - Seems like fun
 - Blue
 - Boring
 - Calmer
 - Chic



- Cold
- Corporate
- Empty
- No fun
- Serious
- Together
- Too clean



Appendix 5. Overview of ranks given for the volunteer recruitment advertisements

Respondent	Advertisement 1	Advertisement 2	Advertisement 3	Advertisement 4
1	4	1	2	3
2	1	3	4	2
3	4	1	2	3
4	1	4	3	2
5	4	1	3	2
6	3	2	4	1
7	2	3	4	1
8	4	1	3	2
9	4	1	3	2
10	2	3	4	1
11	2	3	4	1
12	4	2	3	1
13	2	3	4	1
14	3	2	4	1
15	2	3	4	1
16	3	2	4	1
17	2	3	4	1
18	3	2	4	1
19	2	3	1	4
20	3	2	4	1
Rank 1	10%	25%	5%	60%
Rank 2	35%	30%	10%	25%
Rank 3	25%	40%	25%	10%
Rank 4	30%	5%	60%	5%

5.1. General overview of the ranks participants gave per volunteer recruitment advertisement.

Highlighted: the highest percentages per rank.

Respondent	Advertisement 1	Advertisement 2	Advertisement 3	Advertisement 4
1	4	1	2	3
4	1	4	3	2
5	4	1	3	2
12	4	2	3	1
13	2	3	4	1
15	2	3	4	1
16	3	2	4	1
18	3	2	4	1



	19	2	3	1	4
	20	3	2	4	1
Rank 1		10%	20%	10%	60%
Rank 2		30%	40%	10%	20%
Rank 3		30%	30%	30%	10%
Rank 4		30%	10%	50%	10%

5.2. Overview of the ranks given by participants with an Engineering academic background.

Highlighted: the highest percentages per rank.

Respondent	Advertisement 1	Advertisement 2	Advertisement 3	Advertisement 4
2	1	3	4	2
3	4	1	2	3
6	3	2	4	1
7	2	3	4	1
8	4	1	3	2
9	4	1	3	2
10	2	3	4	1
11	2	3	4	1
14	3	2	4	1
26	2	3	4	1
Rank 1	10%	30%	0%	60%
Rank 2	40%	20%	10%	30%
Rank 3	20%	50%	20%	10%
Rank 4	30%	0%	70%	0%

5.3. Overview of the ranks given by participants with a Business academic background.

Highlighted: the highest percentages per rank.

