Encouraging Young Students to Volunteer Through Social Marketing

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Abstract:
Volunteering is an integral part of many Western nations, offering support to the strained welfare societies. Both the interest towards, and the importance of, volunteering is increasing. However, young students are not engaging in the activity to the same extent as other demographic groups.

Since volunteering is proved to be beneficial for both societies and individuals, it is essential that also young students are encouraged to volunteer. This can be done through social marketing as social marketing aims to improve societies through the marketing of desired behaviour. Therefore, the aim of this paper is to study how young students are encouraged to volunteer through social marketing.

Previous literature has left the definition of social marketing fragmented. Therefore, this study provides clarity to the chosen definition through a vast theoretical discussion. A need to develop a new theoretical framework for social marketing projects was also identified. Based on the traditional marketing mix and the MOA theory, this paper suggests a new theoretical framework to be applied to social marketing projects. This paper also provides further clarification to the concepts of voluntary work and peer support, as volunteering is the unique context of this paper.

The theoretical framework is applied through three different methods on Citizen Forum's Jeesaan project, a course developed for encouraging young students to volunteer. First, all six Jeesaan course participants and four additional negative cases were interviewed through semi-structured interviews. Second, data about the volunteering scene in Finland was gathered through observations at the Volunteer Fair. Third, secondary data was collected through the media intelligence platform Meltwater.

Data is analysed through categorising, integrating and comparing the findings according to the components of the theoretical framework. The results show that young students are driven by altruistic motives to volunteer but lack the self-initiative to act upon their motivation. Social marketing projects alike Jeesaan are thus needed. Based on the findings of this study the theoretical framework is adjusted by changing the order of the MOA factors to OAM and adding *timing* to the marketing mix. Volunteering is the unique context of this paper, but does not limit the transferability of the developed theoretical framework to social marketing projects of other contexts.

Keywords: Social marketing, marketing mix, behavioural offer, motivation, opportunity, ability, volunteering, voluntary work, peer support

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1 INTRODUCTION

"We make a living by what we get, but we make a life by what we give"

–Winston Churchill–

With these wise words, Winston Churchill explained that giving is not only about what the receiver gains, it can also have an impactful influence on our own life. When breaking out of self-absorption, we become conscious of our surroundings and learn to see others as our equals. When we volunteer our time and resources to meaningful causes, we are not only making a difference in society, we also grow as human beings.

To nurture the value of volunteering, it is essential to market the practice. When a nation is ageing, and there are not enough resources in the welfare society to run the service sector that is increasingly more bureaucratic, a need for other solutions is born. Puumalainen and Rissanen (2016) argue that the answer is found in organisational work. More efficient, cost-effective and personal service and support, is enabled through non-governmental organisations (NGO) (Puumalainen and Rissanen 2016). Due to the economic recession, the third sector is even expected to fulfil the obligations of the welfare society, responsibilities initially fulfilled by the public administration (Marjovuo 2014; Yeung 2002). Consequently, volunteering has become a cornerstone of our society, globally injecting several billions into societies (Randle and Dolnicar 2009; Yeung 2002). Thus, NGO:s represent a significant economic sector running on a nonpaid workforce; volunteers (Allred, King and Valentin 2014; Randle and Dolnicar 2009).

Volunteering is an integral part of many Western nations and the interest towards it is increasing (Marjovuo 2014; Bennett and Kottasz 2001). In Finland, different groups and organisations dedicated to volunteering have been well-established for long (Puumalainen and Rissanen 2016). On a national level, up to 37 % of the Finnish citizens volunteered during 2001-2002 (Yeung 2002). Interestingly, Finland outperforms USA and Canada – that are known as the leading countries for volunteering – in hours spent on volunteering (Yeung 2002). However, there is one demographic group that is not engaging in volunteering to the same extent as the older generations; the young people (Kansalaisareena F 2017; Taloustutkimus Oy 2017; Puumalainen and Rissanen 2016). Puumalainen and Rissanen (2016) recognised that modern volunteering needs to get the youth more involved, whereas, Yeung (2002) identified a great potential in recruiting young people and students as volunteers. Two-thirds of young people and students who were not yet volunteering claimed to be interested in doing so (Yeung 2002).

Controversially, with the low interest towards volunteering, young people are showing an increasing interest towards ethical and sustainable behaviour (Landrum 2017; Rudominer 2016; Birdwell and Bani 2014). They prefer companies that are socially responsible, improve society, solve social issues and simply has a positive impact on the world (Landrum 2017). Companies need to be transparent and authentic about their sustainable and ethical business practices, and their marketing should be socially responsible as well (Landrum 2017; Rudominer 2016). Polsa (2016) explains that today's youth is disrupting traditional marketing through their interest in sustainability and social good. A study conducted in England and Northern Ireland, showed that 80 % of teenagers of the age between 14 and 17, consider their generation to be more aware of and concerned about social issues than prior generations of teenagers (Birdwell and Bani 2014). Today's teenagers have grown up with social media, which has become an effective tool for raising awareness for both global and local social issues (Birdwell and Bani 2014).

Yet, young Finns' involvement in volunteering is limited, even decreasing, according to an extensive study on volunteering in Finland (Taloustutkimus Oy 2017). Citizen Forum, a Finnish NGO and the sole advocate for volunteering in Finland, state that only 19 % of the young citizens in Finland, aged 15-24, volunteer (Kansalaisareena F 2017). However, over half of the people aged 15-34 who do not volunteer, declare a willingness to do so (Taloustutkimus Oy 2017). Furthermore, as much as 80 % of young students claim to be interested in volunteering as a part of their studies (Kansalaisareena F 2017). Apparently, the interest is not yet being realised.

Volontärbyrån, a Swedish equivalent to the Finnish Citizen Forum, conducted a study that showed that 96 % of volunteers do want to continue volunteering in the future. The study showed that volunteering improves the well-being of the volunteers –up to 82 % claim to feel better for having volunteered (Höglund & Snell 2017). Thus, the study shows that volunteering is not only about giving, it is also about receiving.

 Also, the typical person to approach Volontärbyrån for a volunteer assignment was identified: a woman in her 30's, born in Sweden, who lives in a big city, has a university degree and a steady job and who becomes a volunteer for the first time. Only 23 % of the volunteers were 16-25 years-old and, even more strikingly, only 16 % were men. (Höglund and Snell 2017)

A reason limiting participation in volunteering is the lack of time and struggle to balance work and studies with volunteering (Höglund and Snell 2017; Taloustutkimus 2017;

Yeung 2002). The most common amount of volunteering per month was only 1-5 hours according to the study by Volontärbyrån (Höglund and Snell 2017). Volontärbyrån suggest that employers would allow their employees to volunteer during work hours, thus, providing a solution to the time deficit (Höglund and Snell 2017). Currently, only 4 % of the volunteers found their assignment through their work (Höglund and Snell 2017). A company's emphasis on employee volunteering has shown to possibly have an impact on attracting and retaining today's youth as employees (McGlone, Spain and McGlone 2011). With a further elaboration on this issue, if employers can encourage employees to volunteer, teachers could encourage students to volunteer. According to Lerner Almerigi, Theokas and Lerner (2005) positive youth development is secured through mutually beneficial relations with people and organisations in their society.

The lack of young volunteers in both Finland and Sweden could be solved through promoting the activity. According to Rothschild (1999), the solution can be found in marketing. In the 1970's, a new form of marketing emerged, *social marketing*, which applies traditional marketing theories on selling ideas, attitudes and behaviour (Polsa 2009). While commercial marketers engage in marketing activities to increase profit and benefit shareholders, social marketers aim to transform society for the better (Saunders, Barrington and Sridharan 2014; Läähteenmäki, Wilskman and Tukia 2012).

Kotler and Zaltman (1971:11) stated that: "Problems of pollution control, mass transit, private education, drug abuse, and public medicine are in need of innovative solutions and approaches for gaining public attention and support." Marketing practitioners are already experts when it comes skills needed in the social area such as, product development, pricing, channelling, communication, promotion and identifying market needs (Kotler and Zaltman 1971). In other words, social marketing can utilise very traditional marketing techniques to gain recognition for its "products". Social marketing simply functions as a bridging mechanism between "...behavioural scientist's knowledge of human behaviour with the socially useful implementation of what that knowledge allows" (Kotler and Zaltman 1971:12). Accordingly, social marketing integrates several disciplines, such as, psychology, economics and social sciences (Läähteenmäki, Wilskman and Tukia 2012).

Today, social marketers have a vital role to play in the creation of capable, free, fair and sustainable societies (Saunders, Barrington and Sridharan 2014). Social marketing does not only help to build a better society, it is also a strategic tool for planning cost-effective and sustainable projects and ensuring their long-run impact (Läähteenmäki, Wilskman

and Tukia 2012). Since volunteering has a positive impact both on a societal and individual level, marketing the activity is beneficial. Especially, encouraging young students to volunteer through social marketing would make a positive impact in both the society and the student's lives.

1.1 Research Problem

Marketers' have always been interested in the impact their marketing has on society (Stead, McDermott and Hastings 2007 B). Especially, social marketing is receiving increasing attention amongst marketing practitioners. In addition to extensive research, a separate journal for social marketing was founded in 1994, the Social Marketing Quarterly (Andreasen 2002). Furthermore, there are now three annual social marketing conferences, social marketing centres in various countries and a Social Marketing Institute, as well as, an increasing number of social marketing campaigns (Andreasen 2002). However, there is still some confusion regarding the specific definition of social marketing and its role in relation to other social change approaches (Saunders, Barrington and Sridharan 2015; Andreasen 2002; Rothschild 1999; Kotler and Zaltman 1971). A further problem is that there is very little published professional literature on social marketing (Lefebvre 2001).

There is a need for improvement of the definition of social marketing, the theoretical basis of the discipline, and to develop appropriate frameworks that can be used to guide social marketing projects (Binney, Hall and Oppenheim 2006; McDermott, Stead and Hastings 2005). Also, Kotler and Zaltman (1971) called for more research on the social marketing process to clarify how paid agents and voluntary groups aid the movement of appeals to target groups. Rothschild (1999) studied the difference in the usage of marketing, education or law as strategic tools to manage behaviour to achieve social change, recognising that each tool has its strengths and weaknesses.

Applying conventional commercial marketing theories on social marketing has also received some critique, for example, by Peattie and Peattie (2003), Glenane-Antoniadis, Whitwell, Bell and Menguc (2003) and Gordon (2011). Peattie and Peattie (2003), argue that, despite mainstream marketing techniques having successfully transformed the pursuit of social goals, reaching back to other disciplines, such as, economics, psychology, sociology and communications theory, might ensure further independent growth of social marketing., Also, Gordon (2011) emphasise the possibility to borrow

ideas and concepts from other fields. Moreover, Glenane-Antoniadis, Whitwell, Bell and Menguc (2003), explain that the traditional marketing mix should be adapted to the context of social marketing to avoid failure and preferably coupled with other theories that take into consideration the behavioural and social phenomena. Finally, Gordon (2012) warns for being limited to the 4Ps despite the theory being dominant in social marketing. This study will rely on the conventional 4Ps, but complement with theory on volunteering and the MOA framework, which could be categorised as theories from the disciplines of psychology and sociology.

Polsa (2009) identified articles that have studied the different methods of social marketing of which advertising and traditional marketing were the most covered topics. The use of internet in social marketing and the motivation-opportunity-ability (MOA) theory, that are utilised in this research, have previously only been covered in one and two articles respectively (Polsa 2009). Polsa (2009) declares a need for more research on how to promote social issues on voluntary bases through modern media. Internet is a great tool to gain non-commercial information, thus, it could be a very efficient social marketing tool.

Polsa (2009) conducted a literature review to identify the empirical subject areas covered by social marketing. The most established subject fields are health care and several specific topics in the field of health (Polsa 2009). Disease prevention, dementia, AIDS, cancer, medicine and pharmaceuticals, mental health and mammography has received the most attention (Pattanayak et al. 2009; Marshall, Bryant, Keller and Fridinger 2006; Andreasen 2002; Rothschild 1999; Stead, Hastings and McDermott 2007; Bennett and Sargeant 2005). Family planning and contraceptives have received the second most attention (Polsa 2009; Sweat, Denison, Kennedy, Tedrow and O'Reilly 2012; Yaaminidevi 2014). Other topics include anti-smoking, socially responsible companies, the marketing of healthy food, drug prevention, safe water issues, recycling, human rights, fair trade, gambling, education, obesity and climate change, to name a few (Polsa 2009; Peattie and Peattie 2003; Pirsch, Landreth Grau and Polonsky 2013; Peattie, Peattie and Ponting 2009; Rothschild 1999). Only five previous articles have addressed charity and volunteering through the lens of social marketing, thus, Polsa (2009) states a clear need for further research on this subject.

Volunteering as an independent topic is well researched and correlates reversely with the degree to which the state is involved with the provision of social welfare (Puumalianen and Rissanen 2016; Bennett and Sargeant 2005). There is limited previous research on

how to recruit volunteers (Bennett and Kottasz 2001; Bennett and Sargeant 2005) and what motivates people to volunteer (Clary, Ridge, Stukas, Snyder, Copeland, Haugen and Miene 1998; Handy, Cnaan, Hustinx, Kang, Brudney, Haski-Leventhal and Zrinscak 2010). Even less on how to recruit young volunteers (Höglund and Snell 2017; Allred, King and Valentin 2014; Shields 2009). And only one on how to specifically do so through social marketing. Boehm (2009) discussed social marketing as a tool for developing a volunteer program and recruiting volunteers and noticed the potential of utilising social marketing for this and called for more research on the subject. Several articles highlight the voluntary behaviour change involved in social marketing (Polsa 2016; Kotler and Lee 2011; Andreasen 2002; Rothschild 1999) but this is not the same as encouraging young people to engage in volunteering through social marketing.

Both, Allerd, Kind and Valentin (2014) and Shields (2009) highlight the fact, that for NGO:s, that suffer from shortage of both financial and human resources, to survive in the long run, the recruitment and retention of young adults as volunteers is crucial as they commit to the organisations for longer. Utilising marketing in the recruitment of young volunteers is, thus, an effective strategy (Allred, King and Valentin 2014). Shield's (2009) explains, that more research on young student's motivations to volunteer should be explored as the author argues that the recruitment of volunteers should start already in college. Clary and Synder (1999) found that extra caution is needed when recruiting young student volunteers. It is important to achieve a sense of personal responsibility instead of an external control, to encourage future volunteering (Clary and Synder 1999).

Randle and Dolnicar (2009) recognised that NGO:s are increasingly utilising marketing to improve their performance and studied how cultural differences affect volunteering behaviour to help NGO:s that rely on volunteers to increase the effectiveness of their marketing to attract volunteers. The study showed that customisation is needed for the NGO to attract a certain group of volunteers (Randle and Dolnicar 2009). The following authors contribute to research considering the volunteering scene in Finland: Grönlund (2012), Marjovuo (2014), Puumalainen and Rissanen (2016) and Pessi and Oravasaari (2010). Marjovuo (2014) state that Finnish volunteering has not received much attention in research.

To conclude, the following gaps in the literature are now identified: a need to clarify the definition on social marketing and develop a suitable theoretical framework. Social marketing research also lacks studies including the use of internet and the MOA theory. Volunteering needs to be further researched through the social marketing lens and the

literature on volunteering filled with research on how to encourage young students to volunteer. This paper would address all the above mentioned through a mixed method study on volunteering amongst young Finns.

1.2 Aim and Approach

The lack of literature on volunteering from a social marketing perspective, combined with the decreasing number of young volunteers in Finland, form the basis for the approach of this paper. This paper aims to fill the gap in the literature, while studying the promotion of volunteering through social marketing practices to increase the number of young volunteers. More specifically, the paper aims to answer the following research question:

1. "How are young students encouraged to volunteer through social marketing?"

In order to, answer the research question, this paper will explore the efficiency of the marketing mix and the MOA framework in social marketing within the context of volunteering. The empirical part of the study is qualitative, consisting of semi-structured interviews, observations and secondary data. The Finnish NGO, Citizen Forum, is chosen as a case organisation. Citizen Forum actively works towards increased involvement of volunteering in Finland, therefore, making a suitable case for the exploration of social marketing practices when promoting volunteering. The NGO's recent project is specifically aimed at encouraging young students to volunteer, making the young project-participants an appropriate target group for the exploration of young students' volunteering behaviours.

1.3 Limitations

Naturally, this paper has some limitations to increase the depth of the study. First, implications of the results can only be drawn to countries comparable to Finland, such as, other Nordic countries that share a similar welfare society. Second, volunteering as a concept is very broad, it can be international or national, ongoing or sporadic, a group-activity or individual and so forth. For this study, the type of volunteering is not as important as the decision to volunteer. In other words, instead of focusing on a particular kind of volunteering, this paper emphasises the importance of the behaviour itself.

Finally, this paper studies a specific group of young Finns; young students from the upper secondary in Tikkurila, that participate in a project offered by Citizen Forum. This further limits the age of the target group.

1.4 Key Terms and Concepts

Table 1 provides a summary on key terms and concepts of this paper.

Social Marketing	The promotion of social change through modern marketing to alter individual behaviour on voluntary bases. (Polsa 2009:86)
Volunteering	The umbrella word for *voluntary work* and *peer support*.
Voluntary Work	A task performed by a person's own accord without an agreement of remuneration.
Peer Support	Any human interaction where individuals in a similar life situation discuss their own experiences.
MOA	Motivation, Opportunity, Ability (Binney, Hall and Oppenheim 2006)
Marketing mix/ The 4Ps	Product, price, place and promotion (Kotler and Zaltman 1971)
NGO	Non-governmental organisation

Table 1 Table of Definitions

1.5 Structure of the Paper

The paper consists of five main sections. The Introduction is followed by a literature review of the central themes of this paper covering social marketing, the MOA theory and the context of this paper, volunteering that is further divided into voluntary work and peer support. The summary of the literature review will tie the themes together by developing a theoretical framework, which is the unique contribution of this paper. The Method chapter will clarify for the research strategy, design, method and data analysis, focusing on the three methods; semi-structured interviews, observations and secondary data. The chapter will also introduce the case NGO, Citizen Forum, and the Jeesaan project. The primary results from the study are presented and analysed in the Results

and Analysis chapter categorised according to the theoretical framework. Finally, the main findings are further elaborated on in the Discussion chapter by clarifying for the theoretical contribution and practical implications of the study. The paper will conclude with a clarification of the students' motivations, opportunities and abilities to volunteer and social marketing's capability to encourage young students to volunteer. Also, the limitations of the study and suggestions for future research are given.

2 SOCIAL MARKETING OF VOLUNTEERING

The key literature for this paper consists of three main themes: social marketing with the underlying marketing mix, the MOA framework and volunteering, further divided into voluntary work and peer support. The final section of this chapter presents the implication of the literature review – the theoretical framework for this paper. The theoretical framework is built upon the literature, thus, summarising the literature review.

2.1 Social Marketing

"Why can't you sell brotherhood and rational thinking like you sell soap?" Wiebe (1951:679)

In 1951, Wiebe presented his revolutionary idea that methods from the commercial sector could successfully be utilised by non-profit organisations for social campaigns. Additionally, Wiebe (1951) claimed that the stronger the methods resembled generic marketing principles, the more successfully social issues were "sold" to people. Wiebe (1951) meant that well-crafted information, clearly directed in an appealing way through different media, would influence behaviour. In 1971, Kotler and Zaltman coined this contemporary thinking of the 1950's as *social marketing*. Today, the article *"Social Marketing: An Approach to Planned Social Change"* by Kotler and Zaltman (1971), is regarded as one of the cornerstones of the discipline. While Wiebe (1951) wondered why media was so focused on selling commodities, instead of releasing a similar flow of energy and money on important issues, such as, reducing juvenile delinquency, Kotler and Zaltman (1971) examined the more theoretical aspect of the subject by studying the applicability of traditional marketing concepts and techniques on social objectives.

Andreasen (1994), was frustrated by the fact that other "schools", such as, sociology and political scientists, were highly involved in creating a better world while marketing felt as pure selling. That is when he found social marketing. Social marketing is an orderly, organised approach to bring about social change (Andreasen 2002). It is a tool that can solve severe issues in the world, yet bring personal satisfaction to marketing practitioners and academics (Andreasen 2002). Even though social marketing has become a well-established area of marketing, there is still some confusion considering the exact definition of the discipline and how it differs from other social change approaches (Andreasen 2002; Polsa 2009).

2.1.1 Definitions: From Marketing to Social Marketing

To, understand social marketing as a defined concept, it is out of importance to first establish the common ground of marketing in general. Marketing is often falsely assumed to be manipulative and unethical, only consisting of expensive advertising that feeds consumerism, solely aiming to increase the sale products and services (Andreasen 2002). Humans have evolved from minimal consumption, only consuming necessities for their survival, to maximal consumption where loans are needed to satisfy needs. People have become consumers and marketing is often accused of emphasising this scenario. Polsa (2016), who has analysed the evolvement of the definition of marketing, explains that until the 1960's, the emerged consumer culture defined marketing as an aggressive managerial activity that only considered business activities. This definition has since shifted to define "society at large" as one of the target groups of marketing activity, contributing, to the fact that marketing is about creating mutual benefits.

> "The activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."
>
> (American Marketing Association, July 2013)

According to Andreasen (2002), the need for a broader conceptualization of marketing might spring from the emergence of social marketing in the 1970's where marketing practices are implemented to address social issues. Social marketing, on the other hand, was partly born due to the pressure to make marketing more socially relevant (Elliott 1991 in Andreasen 1994) and marketing scholars began collaborating with government and non-profit organisations to drive social change programs (Andreasen 1994). The first authors to address social marketing were Kotler and Zaltman (1971) who discussed the meaning, power and limitations of social marketing and defined it as follows:

> "Social marketing is the design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distribution and marketing research." (Kotler & Zaltman 1971:5)

It is worth remembering that when Kotler and Zaltman defined social marketing in 1971, the definition of marketing itself was very different from the one today and only included business activities as the implication of society:

> "The performance of business activities that direct the flow of goods and services from producers to consumers" (AMA 1948 & 1960).

Kotler and Zaltman (1971) recognised that there was no common agreement on what marketing is, but that the main idea is "the exchange process". When an opportunity to benefit from more strategically planned exchange relations is identified, we can refer to

marketing management (Kotler and Zaltman 1971). Marketing management is, when best practiced, applied behavioural science, as it enhances communication and persuasion to influence the target group (Kotler and Zaltman 1971). The desired exchanges occur for personal or mutual gain (Kotler 1972 in Kotler and Zaltman 1971). Thus, the understanding that marketing can also benefit the target audience, dates to the 1970's. Social marketing offers the tools to promote community activities and social behaviour change (Polsa 2009; Andreasen 2002).

However, there is no clear understanding of what social marketing is and several definitions are offered by various authors. Andreasen (1994), recognises social marketing as a well-established term in the marketing vocabulary that can have a strong impact on the myriad of societal problems that, however, requires a revised definition and a clearly defined domain. Andreasen (1994) define social marketing in the following way*:*

> "Social marketing is the adaption of commercial marketing technologies to programs designed to influence the voluntary behavior of target audiences to improve their personal welfare and that of society of which they are a part." Andreasen (1994:110)

While Kotler and Zaltman (1971) focused on the promotion of ideas through social marketing, the focus has now shifted on influencing behaviour (Andreasen 2002). Andreasen (2002) has criticised that the definition of social marketing remains blurred and fragmented and that, at its core, social marketing is promotion of social behaviour change. Often the attitudes of people do not correlate with their actions and thus we need to strive for social behaviour change at individual level (Polsa 2016; Andreasen 2002). Rothschild (1999) explain that social issues become severe societal problems when they are based on voluntary behaviour that causes social costs for which all members of the society must pay. For example, smoking results in an increased amount of health problems that are expensive to treat. The burden of the cost is then carried by the society as a whole. Polsa (2009) emphasises that behaviour change must occur voluntary and relies on the points made by Andreasen (2002) when redefining social marketing as:

> "... promotion of social change through modern marketing to alter individual behaviour on voluntary bases." Polsa (2009:86)

Thus, the importance of individualism and volunteerism are included in the definition. This paper supports the definition of social marketing by Polsa (2009). A broader definition on social marketing is offered by The Boards of the International Social Marketing Association, European Social Marketing Association, and Australian Association of Social Marketing. This definition includes the ethical aspects of the

practice but is missing the crucial point that, in the end, it is the individual who voluntary chooses which behaviour to adopt.

> "Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. Social Marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable." (Winthrop 2013)

2.1.2   *Goals of Social Marketing*

In commercial marketing, the payback is usually immediately set. In social marketing, on the other hand, the payback is more abstract and often set in the future. Wiebe (1951), wanted to find out if media can sell social change in the same way as it sells commodities. By studying case programs with social goals, Wiebe (1951) discovered that, given a certain amount of receptiveness amongst the target group, media can produce powerful motivation. In other words, results similar to those of commercial marketing can be expected.

According to Andreasen (2002), the goal of social marketing is to influence behaviour. There can be a product involved in the behaviour change, for example when promoting certain birth control. However, the challenge can also be purely behavioural (Andreasen 2002). To examplify, the goal could be trying to keep girls in schools in developing countries. Or to encourage students to volunteer, which is the specific focus of this paper.

Andreasen (2002) discuss three different societal levels of social change: "individual change", "community mobilization" and "structural change". Citizens contribute to a change on individual level, whereas, targeting policy makers and stakeholders create change on an institutional and social level (Hastings 2003). Polsa (2009) argues that it is the individual who ultimately decides on behaviour change. For example, chooses to quit smoking. Thus, individual change is social marketing's primary niche (Andreasen 2002). On the other hand, social norms and values, enforced by local leadership and community institutions, are powerful tools to sweep individuals along and ensure sustainable behaviour change (Andreasen 2002). The final approach of structural change focuses on policy change and lawmaking (Andreasen 2002). The structural change is a way that forces citizens to act, and as this paper focuses on the encouragement of young students to volunteer, the primary focus lies on the other opposite, individual voluntary change. Yet, the three approaches should be seen as complementary to each

other (Andreasen 2002). Figure 1 illustrates the complementary relation of individual change, community mobilization and strucutral change.

Figure 1   The Three Levels of Social Marketing

Measuring the effectiveness of the social marketing campaign, or distinguish it from alternatives, can be difficult (Andreasen 2002). How exactly did social marketing make a difference? Were there actual behavioural outcomes or only raised awareness? An illustrating example is the Click It or Ticket program. The program, launched 1993 in North Carolina, was supported by a new legislature that made it possible to fine a motorist for not wearing a seatbelt (PSA Bibliography 2017). The program was heavily promoted through advertisements of the new law and the consequences if breaking it, and several checkpoints were established where drivers were stopped and their seat belt use checked (PSA Bibliography 2017). The program was incredibly successful, reducing traffic fatalities by 14 % which, moreover, corresponded to savings of $125 million in health-care related costs (PSA Bibliography 2017). Due to legislative support, one can argue that the programme successfully penetrated all three levels of social marketing illustrated in Figure 1.

Consumer behaviours targeted by social marketers are often high involvement and multifaceted (Hastings 2003). For example, encouraging drivers to always wear a seatbelt, is a change in high involvement behaviour and, also, multifaceted since drivers who do not wear a seatbelt might be more likely to speed. Andreasen (1994) argues that private sector marketers' ultimate goal is to increase sales, which represents consumer

behaviour, and that is often achieved through a change in beliefs, attitudes, values. Modern marketing increasingly focuses on building a long-term customer relationship than on single transactions (Hastings 2003). One of the challenges of social marketing is to ensure the actual behaviour change that distinct the discipline from others. Social marketers should not ignore the potential relationship marketing offers in their field (Hastings 2003). Social marketing is applied to programs that can last for decades but can include several shorter campaigns within them (Andreasen 1994).

It is deceitful to assume that social marketing is similar to advertising and that it is enough to get the word out and that change will assumingly happen somewhere in the future (Andreasen 1994). Thus, one of the first things a social marketer should ensure is that the marketing activity influences behaviour and not only communicates an idea, but also changes an attitude or educates (Andreasen 1994). Even if people are well informed and adapt new attitudes, it does not necessarily lead to the desired behaviour. In social marketing the impact on behaviour should be measurable (Läähteenmäki, Wilskman and Tukia 2012). Influencing could take form of accepting, adopting, abandoning, modifying or discouraging behaviour and through embracing values that allow adoption of the desired behaviour (Andreasen 1994). Moreover, it is important to understand the target audiences' desires, needs, perceptions and present behaviour, prior to applying a strategy on it (Andreasen 1994). Finally, it is worth noting that social marketing does not always change behaviour, it is merely enough to influence it (Andreasen 1994).

Kotler and Lee (2011) explain that there are four defined desired behaviour outcomes of social marketing campaigns: The goal is to influence the target audience to accept, reject, modify or abandon a behaviour. Figure 2, presents the different behavioural outcomes presented by Kotler and Lee (2011). The behavioural outcomes of social marketing relevant to this study are highlighted with blue. Since volunteering is a desired behaviour, the focus lies in accepting a new beahviour or modifying a new behaviour for the better.

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Goals of Social marketing

┌─────────────────────────────────┐
│ Accept a new behaviour          │
└─────────────────────────────────┘
┌─────────────────────────────────┐
│ Reject a potentally             │
│ unwanted behaviour              │
└─────────────────────────────────┘
┌─────────────────────────────────┐
│ Modify a current                │
│ behaviour for the better        │
└─────────────────────────────────┘
┌─────────────────────────────────┐
│ Abandon an old                  │
│ unwanted behaviour              │
└─────────────────────────────────┘
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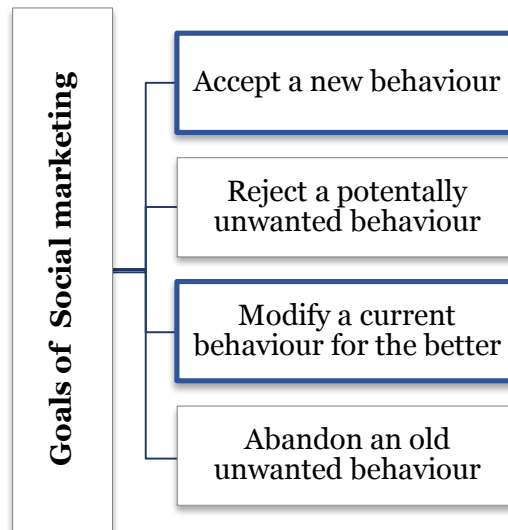
Figure 2   **The Goals of Social Marketing**

Finally, we need to recognise that there is competition regarding the target audiences', time and attention (Andreasen 1994; Läähteenmäki, Wilskman and Tukia 2012). Clay Wayman, Beall, Thackeray and McCormack Brown (2007) explain that social marketers are not only competing against other social marketers addressing the same issue or target group, but also against corporations. For instance, when running an anti-smoking campaign, you are immediately competing against the corporations that promote cigarettes.

2.1.3   The Controversy of the Concept

Social marketing does not go without controversy. Already Kotler and Zaltman (1971:3) noticed consumers' possible despair over the mass manipulation spectre: "The application of commercial ideas and methods to promote social goals will be seen by many as another example of business's lack of taste and self-restraint." Also, Andreasen (2002) and Marshall, Bryant, Keller and Fridinger (2006) recognised that social marketing is perceived as manipulative by some leaders and policymakers.

Both Andreasen (2002) and O'Shaughnessy (1996) have worked towards a precise definition of social marketing to avoid ethical conflicts of the concept. Andreasen (2002), mean that social marketing should primarily focus on voluntary personal change instead of involving means of coercion, such as, legislative, technological, educational or economical. O'Shaughnessy (1996) explains that social marketing has become the

modern way of communicating social agendas and that it is falsely compared to social propaganda due to the common context of social persuasion.

O'Shaughnessy (1996) attempts to distinct social marketing from the more polemical and manipulative paradigm, social propaganda, by establishing the boundaries of the two concepts. Both concepts share a manipulative intent and an emotional appeal, but in contrast to social propaganda where the manipulation is submerged beneath expected neutrality, social marketers pay for their publicity (O'Shaughnessy 1996). O'Shaughnessy (1996), explains that, as in any marketing activates, also social marketing takes a customer focus and aims to interpret the customer. When propaganda is didactic, social marketing relies on market research of audience demands (O'Shaughnessy 1996). Furthermore, social marketers cannot be all too politically biased since they support a unitary social good (O'Shaughnessy 1996).

Hastings (2003), identifies another obstacle that social marketers may encounter: funding. Social marketing struggles to gain appreciation and, thus, also funding (Andreasen 2002). The campaign-like nature of social marketing demands quick and permanent results. Short-term and publicly funded contracts with subsequent funding dependent on the results pressure social marketers (Hastings 2003). Thus, social marketing has also been accused of noisy promotion of causes beyond the point of net gain (Kotler and Zaltman 1971). Despite the fact that professional marketing is costly, it often succeeds in raising money and awareness for the cause concerned (Kotler & Zaltman 1971).

Finally, Peattie, Peattie and Newcombe (2016) identified two possible negative unintended consequences social marketing campaigns can face: "message fatigue" and the "backlash effect". The first one occurs when the message has been repeated several times and does not make a difference anymore (Peattie, Peattie and Newcombe 2016). For example, Peattie, Peattie and Ponting (2009), studied how social marketing can address climate change and discovered a risk that if the message is overwhelming it can be perceived as greenwashing. The second unintended consequence refers to the target group adopting the opposite of the desired behaviour (Peattie, Peattie and Newcombe 2016). For example, being perused to wear a seat belt might have you driving faster since you feel safer.

2.1.4   The Conceptual Framework of Social Marketing

Now that the definition of social marketing is clarified, the next question arises – how is social marketing implemented in practice? Social marketing, according to Kotler and Zaltman (1971), is a promising framework for designing, implementing and promoting social change. Moreover, iocial marketing relies on commercial marketing ideas to promote the named change (Hastings 2003). Several authors' have studied the application of different conceptual frameworks on social marketing (Kotler and Zaltman 1971; Andreasen 2002; Binney, Hall and Oppenheim 2006). This study will be based on the traditional marketing mix of the 4Ps that is considered useful also in a social marketing setting when modified for the specific context (Kotler and Zaltman 1971; Peattie, Peattie and Ponting 2009). The 4Ps are complemented with the MOA framework, that has been proven to be appropriate to social change programs (Binney, Hall and Oppenheim 2006; Andreasen 2002; Siemsen, Roth and Balasubramanian 2008).

Applying commercial ideas and methods to marketing social causes is regarded as a natural development of the discipline (Kotler and Zaltman 1971). Polsa (2009) identifies successful social marketing campaigns, such as, governmental anti-smoking campaigns and the implementation of the Chinese one-child-program. Also, Andreasen (1994), provides an exciting example of a social marketing campaign, the promotion of blood donations. Andreasen (1994) argues that since blood donations do not involve a traditional transaction of money for a product or service, and the customer even voluntarily exposes herself for possible suffering, traditional consumer behaviour theories could not explain this scenario.

Selling social causes do have several similarities to selling commodities. For example, marketers have advised charities on how to raise funds and several campaigns with social objectives, such as "Join the Peace Corps", are conducted through social advertising (Kotler and Zaltman 1971). However, social marketing is not solely social advertising, but the explicit use of different marketing techniques that translate knowledge to successfully designed and communicated programs eliciting wanted audience reaction (Kotler and Zaltman 1971).

It is worth mentioning, that if a desired, pre-existing attitudinal base supports the desired social reconditioning, the promotional campaign will be more effective (Kotler and Zaltman 1971). In this case, the social marketer only needs to canalize existing

attitudes in a desired direction. To illustrate, it is easier to encourage people to volunteer, if the value of volunteering is commonly known. In addition to *canalization*, Kotler and Zaltman (1971), mention two more factors impacting the effectiveness of social marketing. First, the absence of counterpropaganda, in other words, the presence of the totalitarian state, referred to as *monopolization* (Kotler and Zaltman 1971). Second, a stepdown communication process where mass communication is followed by face-to-face communication, referred to as *supplementation*, will increase the memorability, penetration and action consequences (Kotler and Zaltman 1971). Canalization, monopolization and supplementation are concepts from Lazarsfeld and Merton's early studies on mass media's ability to affect people's minds, dating back to 1949.

A social cause can also be branded by creating a desired image that is channelled and advertised through social media. For example, a certain birth control option can become known by its name, logo, commercial and/or slogan, while its promotion is part of a social change campaign. However, applying traditional marketing practises on social marketing campaigns is not always as straightforward as this example makes it seem. Kotler and Zaltman (1971) pointed out that social campaigns are not always performed under the typical market circumstances. Hastings (2003) argues that social marketers should focus on relationships instead of transactions. Even cross selling and up selling can be utilised, for example, a smoker would not only be encouraged to quit smoking but also to engage in healthier eating (Hastings 2003). Social marketing is about mutually beneficial exchange that builds on trust and respect, and challenges the limits of marketing as a discipline since it addresses several intractable behaviours (Hastings 2003).

To conclude, the same techniques used to sell cigarettes to smokers can be utilised to "unsell" them (Hastings and Saren 2003). Social marketing is about using marketing insights to address behaviour (Polsa 2009). Social marketing differs from other social change approaches as it relies on traditional marketing practices, segments the target groups and aims to understand their needs, continuously monitoring the project. Thus, one can to a certain extent, apply traditional marketing theories to social marketing campaigns as the common bottom line is to understand human behaviour so that it can be influenced (Hastings ans Saaren 2003). In this way, social marketing bridges the gap between the corporate and the third sector (Hastings and Saren 2003).

2.1.5 The Marketing Mix in the Social Marketing Context

Even though social marketing is less concerned with the customers' superficial preferences, Kotler and Zaltman (1971) regarded the inclusion of the marketing mix in a social marketing plan to be vital. Also, Andreasen (2002;1994) agreed that, similarly, to traditional marketing, also social marketing covers McCarthy's established idea of the 4Ps, *Product, Price, Place* and *Promotion*. The suitability of the application of the 4Ps in a social marketing context has been questioned (Gordon 2011) but Kotler and Lee (2011) still emphasise its importance.

When Wiebe (1951) questioned the commodification of social ideas, he studied four social campaigns with regards to five factors; *the force, the direction, the mechanism, adequacy and compatibility,* and *the distance.* To simplify, the force refers to an individual's predisposition to the goal and the motivation towards it after the message is communicated. The direction refers to the audience member's knowledge of where and how to consume their motivation. The agency necessary for the implementation of the social idea is referred to as the mechanism. The adequacy and compatibility describe the mechanism's capability to perform its task effectively. Finally, the distance, illustrates the distance between a person's motivation and the rewards, considering energy, cost and other impeding factors. Wiebe (1951) believed that these five factors determined the relative effectiveness of mass persuasion, when motivating behaviour. (Wiebe 1951)

I argue that Wiebe's five factors have evolved to become the 4Ps of social marketing. Following, is a clarification on each factor of the 4Ps from a social marketing perspective, supported by previous literature. Table 2 summarises this, providing definitions for each of the factors.

<u>Product</u>

Also, social ideas need to be packaged to appeal to each segment in the target market. However, the concept of product is the most difficult to apply into a social marketing context (Peattie and Peattie 2003; Peattie, Peattie and Ponting 2009). In social marketing, the product is the *behavioural offer* or *social proposition* made to the target group, thus, often intangible in the form of ideas or behaviour (Gordon 2011; Peattie, Peattie and Ponting 2009). Therefore, this paper will refer to product as the "behavioural offer". The thought of a behavioural offer brings the traditional exchange process of marketing to social marketing (Peattie and Peattie 2003). In other words, the product is the benefits the target audience will experience in exchange for their behaviour (Kotler

and Lee 2011).

Andreasen (1994) explains, that the promoted behaviour should respond to the target audiences demands and be easy and satisfying. The product is valued by the audience, thus, developing motivators will contribute to the demand for the product (Kotler and Lee 2011). Moreover, social marketing should aim to create as many additional tangible products or services as possible to support the "purchasing" of the core product (Kotler and Lee 2011).

Price

Social campaigns often lack the usual transaction of money (Kotler and Zaltman 1971; Peattie, Peattie and Ponting 2009). They can even encourage people not to spend money, for example, anti-smoking campaigns contribute to individual financial savings. Thus, the price in the social marketing context can be both monetary and non-monetary (Kotler and Lee 2011). Price in the social marketing context is the *barrier* or *social cost* that must be overcome for the adoption of the desired behaviour and these can be psychological, cultural, social, temporal, practical, physical or financial (Gordon 2011; Peattie, Peattie and Ponting 2009). Monetary costs, opportunity costs, energy costs and physic costs are all examples of price (Kotler and Zaltman 1971). Since this paper applies the marketing mix in a social marketing context, price is referred to as "barrier" as it is a more holistic concept than the economic price.

Price is comparable to Wiebe's distance, also, sharing some similarities with adequacy and compatibility (Kotler and Zaltman 1971). The rewards are always weighted against the costs. The strength of the motivation to act is then dependent on the extent of the surplus benefit (Kotler and Zaltman 1971). Thus, the solutions to social issues must be managed in a way that they reach the right target group and appear rewarding (Kotler and Zaltman 1971).

Place

Primarily, place refers to where and when the desired behaviour is performed or hours are spent receiving services or goods related to the social marketing campaign (Kotler and Lee 2011). Simply, place is a place where the desired behaviour is promoted, encouraged and supported (Gordon 2011). People knowing where they can find the "product" is prerequisite for a successful social campaign (Kotler and Zaltman 1971).

The place should be accessible and convenient (Andreasen 1994). Motivated people must find these "action outlets" and which, on the other hand, must be properly selected considering their number, size and location (Kotler and Zaltman 1971). Since place refers to the locations for the considered behaviour or interventions for changing it, the internet can also be an access channel (Peattie and Peattie 2003). Unclear channels for expressing interest for an issue may result in frustration or, when saturated campaigns lack clearly defined action outlets, interest overkill (Kotler and Zaltman 1971). Unfortunately, poorly defined channel systems are often the reality for social marketers (Kotler and Zaltman 1971). Wiebe's (1951) direction and adequacy and compatibility are counterparts of the 4Ps place.

Promotion

When product, price and place are well-defined, promoting these is possible (Kotler and Lee 2011). Wiebe's (1951) force is comparable to promotion. Promotion is the persuasive communication inspiring the target audience to act (Kotler and Lee 2011). However, promotion is more than just mass media communication, it includes advertising, personal selling, publicity and sales promotion, that are strategically put together to communicate the familiarity, acceptability and attractiveness of the product, persuading the target audience and stimulating action (Kotler and Zaltman 1971). The behavioural promotion can be advertising, media relations, direct mail or interpersonal (Gordon 2011).

It is important that the chosen promotion channel is suitable for the target audience (Andreasen 1994). Peattie and Peattie (2003) explain that the planning, testing, developing and implementing of campaigns is similar in both social- and traditional marketing contexts. However, the goals of the promotions differ. Social marketers promote the acceptance and adoption of a behaviour, while commercial marketers promote trials and identification with their brands (Peattie, Peattie and Ponting 2009). Kotler and Zaltman (1971) recognised that even behavioural science consultants fail to approach social campaigns with a board marketing perspective. For example, with more dramatic and exciting events, attention is easily drawn to an otherwise serious topic (Kotler and Zaltman 1971). Choosing taglines, slogans and communication channels are important promotional decisions (Kotler and Lee 2011).

Behavioural offer	The benefits the target audience will experience in exchange for their behaviour
Barrier	The barrier that must be overcome for the adoption of the desired behaviour.
Place	The location where the desired behaviour is promoted, encouraged, supported and performed.
Promotion	The persuasive communication inspiring the target audience to act.

Table 2 The Marketing Mix in a Social Marketing Context

Das (2017), who studied the socioeconomic context of social marketing, take a slightly different approach to social marketing theory by instead of identifying the 4Ps of a programme, focusing on the 4As; *acceptability, affordability, accessibility* and *availability*. In other words, Das (2017) reflects on the questions of for whom, at what costs and under what circumstances, from a different angle than Andreasen (2002) and Kotler and Zaltman (1971). I argue, that acceptability corresponds to promotion, affordability to product and price and, finally, that both accessibility and availability correspond to place.

To summarize, according to Andreasen (2002:7) social marketing strategy is successful when it aims to use all the 4Ps creating: "attractive benefit packages (products) while minimizing costs (price) wherever possible, making the exchange convenient and easy (place) and communicating powerful messages through media relevant to – and preferred by – target audiences (promotion)."

2.2   MOA: Motivation, Opportunity and Ability

Social marketing programs are increasing (Andreasen 2002). Yet, according to Binney, Hall and Oppenheim (2006) there are some difficulties guiding social marketing programs, consequently, increasing the need for a well-defined theoretical framework for social marketing. Gordon (2011) proposes that the marketing mix is no longer sufficient when applied to social marketing projects. Thus, the theoretical framework for this study is strengthened with the MOA theory. This paper will build on the MOA framework, that has been proven to be applicable to social change programs (Binney, Hall and Oppenheim 2006; Andreasen 2002; Rothschild 1999). In this study, the

students' motivation, opportunity and ability to volunteer will be explored. Table 3 provides the definitions used for this paper.

Rothschild (1999) argue, that motivation, opportunity and ability determine whether a person is prone, resistant or unable to act. Therefore, the MOA framework is also suitable for measuring communication effectiveness according to MacInnis, Moorman and Jaworski (1991). When advertising executional cues, enhancing the consumers' motivation, opportunity and ability to process information is desired (MacInnis, Moorman and Jaworski 1991). MacInnis, Moorman and Jaworski (1991) explain that MOA can be measured as pre- or post ad exposure MOA levels. Pre-exposure MOA consists of the consumers' characteristics and the situational characteristics (Alwitt and Mitchell 1985). In this study, the post-exposure MOA levels are focused on as this includes both the students' characteristics or situational characteristics as well as the executional cues from the Jeesaan campaign.

Siemsen, Roth and Balasubramanian (2008) acknowledged the complementary nature of the MOA components for driving behaviour and the difficulty to take it to account when studying the framework's effect. Furthermore, the strength of the interrelationships of the components varies depending on the context (Siemsen, Roth and Balasubramanian 2008). In some contexts, if ability or opportunity constrains behaviour, changes in motivation will not make a difference (Siemsen, Roth and Balasubramanian 2008). For example, a student can be fully motivated to volunteer but does not have the opportunity to do so. However, in this study all components are examined separately.

2.2.1 *Motivation*

Out of the three concepts in the MOA framework, motivation is the one that has been mostly debated (Siemsen, Roth and Balasubramanian 2008). According to Deci and Ryan (2000), a person who is motivated, feels inspired, energised, activated and is simply *moved* to do something. However, the type and amount of motivation varies (Deci and Ryan 2000). Dividing motivation into intrinsic and extrinsic motivation, enables the deeper understanding of the aspect (Deci and Ryan 2000). This is done also for this study.

Motivation illustrates how inclined the individual is to act according to Siemsen, Roth and Balasubramanian (2008), who studied how motivation can drive an individual to a certain behaviour. Similarly, this study focuses on identifying how motivation drives

students to volunteer. Drawing on these definitions this study defines motivation as the feeling of desire and inspiration to act.

In the advertising context, MacInnis, Moorman and Jaworski (1991:34) defined motivation as "consumers' desire or readiness to process brand information in an ad." In the advertising context, motivation can be increased through including hedonic, novel, prominent, relevant and complex cues that stimulate curiosity (MacInnis, Moorman and Jaworski 1991).

A study by Binney, Hall and Oppenheim (2006), especially focused on the motivation aspect of the MOA framework. The authors further develop the framework by dividing motivation into intrinsic- and extrinsic motivation, which supports the understanding of the behaviour of reluctant groups. Intrinsic motivation refers to the motivation towards the task itself for the inherent satisfaction, regardless the reward (Deci and Ryan 2000). This usually ensures high performance since the task is enjoyable (Deci and Ryan 2000). Extrinsic motivation, on the other hand, springs from the motivation to achieve a separable outcome (Deci and Ryan 2000). The task itself might not be pleasant but to achieve an external reward or avoid a negative consequence, one is motivated to perform well (Deci and Ryan 2000).

To illustrate the difference of intrinsic and extrinsic motivation, the motivation to study for a test might only rely on the will to pass instead of the interest in the subject. This example highlights the voluntary nature of tasks completed only relying on intrinsic motivation. In other words, intrinsic motivation is distinct from extrinsic motivation by self-determination (Deci and Ryan 2000). Thus, it is out of importance to support the self-determination of the target group of the social change programme by identifying their needs, interests, preferences and aspirations (Binney, Hall and Oppenheim 2006). This supports the creation of voluntary opportunities (Deci and Ryan 2000).

Behaviour triggered by intrinsic motivation is more sustainable since extrinsic motivation requires continuous external rewards to forth go (Binney, Hall and Oppenheim 2006). Binney, Hall and Oppenheim (2006) argue that the lack of intrinsic motivation might be the reason why several social marketing projects fail in sustaining the behaviour change.

Marketing a certain behaviour often appeals to the intrinsic motivation, since the choice to adopt the behaviour is voluntary (Rothschild 1999). Law, on the contrary, works in a

non-voluntary manner, forcing a certain behaviour and making it an external motivator (Rothschild 1999). For example, smokers might not be willing to quit smoking indoors, when a law functions as the external motivator, forcing the smoker to quit the behaviour. Education functions in a similar way to marketing, proposing voluntary behaviour change (Rothschild 1999). Education provides information and guidance amongst already existing choices. It can help individuals identify their needs and provide the motivation to pursue them (Rothschild 1999). Education is a suitable method when an individual already shows interest but lacks information on how to act (Rothschild 1999).

Considering volunteering, Shields (2009) explain, that young adults today are motivated to volunteer by altruism and by some degree of self-interest. Andreasen (2002) claim that the role of social marketing to increase motivation on individual level is to raise awareness, and promote high benefits and low costs. Media is a powerful tool for doing this. Also, public leaders are good at motivating others (Andreasen 2002).

2.2.2 Opportunity

According to Siemsen Roth and Balasubramanian (2008:427), "opportunity represents the environmental or contextual mechanisms that enable action" which is the chosen definition for this paper as well. A person might be willing but unable to act if there is no environmental mechanism at hand (Rothschild 1999). For example, a person might be motivated to volunteer but lacks the opportunity to do so.

Andreasen (2002) claim that the role of social marketing considering opportunity on individual level is to raise awareness of behavioural opportunities. Creating access to change agents, for example, by using of government facilities for programs and projects creates new opportunities (Andreasen 2002). Also, changing social norms, legislation or economic barriers through business or political cooperation, create new opportunities (Andreasen 2002).

Once again, the advertising world provides a good example of opportunity as it defines it as a high exposure time to an advertisement increases the opportunity to obtain the provided information (MacInnis, Moorman and Jaworski 1991). The higher the opportunity, the more access to information. In the context of this paper, a high opportunity would imply a greater possibility to volunteer.

Finally, considering opportunity in the social marketing context, Saunders, Barrington and Sridharan (2014) suggest viewing social marketers as "social enablers", instead of

change agents focusing on target audiences. The goal is to create the opportunity for the desired behaviour, for individuals to voluntarily choose to act upon and take part of, giving them the opportunity to shape their own lives (Saunders, Barrington and Sridharan 2014).

2.2.3 Ability

Ability consists of an individual's skills and competence needed for action (Rothschild 1999). In advertising, ability refers to consumers' skills in understanding the information provided (MacInnis, Moorman and Jaworski 1991). When translated to the context of this study, ability is defined as the skills or proficiencies needed for action. Obviously, action standing for volunteering.

Poor ability can be improved through education and marketing and should be used before legal measures (Rothschild 1999). Ability can be created by removing disincentives or allowing government premises, such as schools for needed training (Andreasen 2002). It can also be increased through demonstrations and concrete examples (MacInnis, Moorman and Jaworski 1991).

Finally, Binney, Hall and Oppenheim (2006) argue that a high intrinsic motivation helps in overcoming any barriers of poor ability. Due to the interrelationship between intrinsic motivation and ability, these two aspects of the MOA framework are especially important for durable behaviour change, according to Binney, Hall and Oppenheim (2006).

Motivation	The feeling of desire and inspiration to act
Opportunity	The environmental or contextual mechanisms that enable action (Siemsen Roth and Balasubramanian 2008)
Ability	The skills or proficiency needed for action

Table 3 The MOA Factors

2.3 The Volunteering Context

Having discussed social marketing and the MOA framework in detail, this chapter will present the context in which these theories will be applied, the volunteering context. Volunteering adds unique value to the society that is not always possible to achieve in

other ways (Pessi and Oravasaari 2010). The several different concepts related to volunteering may cause some confusion for many. Furthermore, the definitions of the concepts vary. Puumalainen and Rissanen (2016), studied the several definitions and contradictions of the concepts of voluntary work and peer support and identify a need for further definition and clarification. This paper identifies *volunteering* as the umbrella word for *voluntary work* and *peer support*. This is illustrated in Figure 3.

Volunteering is mainly considered an altruistic deed. Accordingly, previous research has found that the main motivation behind volunteering in Finland is the will to help others with 41 % agreeing to this (Grönlund 2012; Yeung 2002). Allred, King and Valentin (2014) explain that altruistic people act for the benefit of another despite having to sacrifice something personally. Yet, the human will to help others is not sufficient as an explanation to why people volunteer. There are often various selfish and egoistic motives behind the volunteering. The top four reasons to volunteer, according to the study by Höglund and Snell (2017) are: to help and support others, improve society, develop as a person and to make life more meaningful.

A study by, Bennett and Kottasz (2001), showed that egoistical advantages, material or emotional, gained through volunteering appeal even to the most altruistic people. Volunteers can be driven by altruism and empathy but also more selfish goals such as opportunities to socialise, obtain skills, gain experiences or self-fulfilment (Bennett and Sargeant 2005; Allred, King and Valentin 2014). "Helper's high" is a concept referring to the emotional satisfaction gained through volunteering (Bourg Carter 2014). Thus, a person can be moved by both altruistic and egoistic incentives simultaneously (Allred, King and Valentin 2014; Handy et al. 2010). A feeling of guilt may also lie behind the incentive.

Nevertheless, reflecting on the incentives to volunteer does not decrease the value and meaning of the activity (Puumalainen and Rissanen 2016). Volunteering is something Grönroos would refer to as "value co-creation". According to Grönroos (2012), value co-creation refers to jointly created value during direct interaction. I argue that volunteering co-creates value, as it helps people in need, supports the strained service sector of the welfare society, while the volunteer may experience personal benefits from the engagement. Thus, several join beneficiaries can be found.

Rochester, Paine, Howlett and Zimmeck (2010) define volunteering as a horizontal activity in the civil society, characterised collaboration and a united goal. It can be a from

us-to-us, or a from us-to-them activity within the society (Marjovuo 2014). Traditionally, volunteering is developed and fostered in bigger organisations (Puumalainen and Rissanen 2016). Their engagement in volunteering is regarded vertical, representing a from you-to-us activity (ibid.). These two aspects can also be combined. Big organisations can support citizen activity without restricting its content (ibid.).

There are no limitations considering, for example, political views, age, gender, race or education, on who can volunteer (Marjovuo 2014). According to The Citizen Forum, the interest to volunteer is high in Finland, when excluding young people. Half of the citizens are already identified as volunteers and four out of five are interested in becoming one (Kansalaisareena 2017 A). Marjovuo (2014) recognises the importance of the phenomenon in the society due to the growing third sector.

Volunteering is expected to transform into more fragmented and short-lasting activities (Puumalainen and Rissanen 2016; Bennett and Kottasz 2001). Young people are more interested in independent short term volunteering and not so much in becoming a member of an organisation (Puumalainen and Rissanen 2016). The digital transformation also affects volunteering and the possibilities to volunteer online are increasing (Höglund and Snell 2017). Short-term volunteers are mainly interested in the charitable work, while long-term volunteers are usually very committed to a particular cause (Bennett and Kottasz 2001).

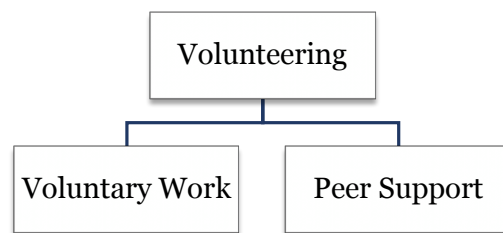**Figure 3**   **The Volunteering Branches**

2.3.1 *Voluntary Work*

Simply put, voluntary work is the counterpart to paid work (Grönlund 2012). When studying voluntary work from an organisational perspective, the practice is regarded as an altruistic activity aimed at producing social wellbeing (Marjovuo 2014). Hence, volunteers are regarded as an additional resource to paid employees (Marjovuo 2014).

For this paper, I have decided to define voluntary work as a task performed by a person's own accord without an agreement of remuneration.

However, conceptually, voluntary work is more than just unpaid work (Puumalainen and Rissanen 2016). According to Marjovuo (2014), voluntary work is any task performed by someone who considers oneself a volunteer. The value created when, for example, delivering football lessons to kids in the reception centres for refugees, is not comparable to work. Therefore, voluntary work is part of the bigger concept of volunteering (Puumalainen and Rissanen 2016). In addition, voluntary work can be activism or, merely, seriously spent leisure time (Rochester 2010). For example, one can become a member of the Finnish Red Cross and actively participate in their programs. One can also voluntarily promote sustainable fashion by writing a blog about the matter on own initiative.

Taloustutkimus Oy conducted an extensive study comparing trends in volunteering from 2010 and 2015. According to the study, the areas of voluntary work receiving the most input in hours in Finland in 2010 were "children", "seniors" and "sports" (Taloustutkimus Oy 2017). In 2002, "sports" was the most popular voluntary work, with 30 % of volunteers engaging in it (Yeung 2002). In 2015, "seniors" was replaced by "culture" (Taloustutkimus Oy 2017). In 2015, the most popular field of voluntary work, "sports", had up to 350 000 volunteers of the total of 1.368 million and the most volunteering hours were put on "children and youth" receiving 5769,26 hours per four weeks (Taloustutkimus Oy 2017). Anyone can do voluntary work as there is such a broad range of work to choose from.

2.3.2 Peer Support

The contrast between the one's helping and the one's receiving help, is not always that sharp. Peer support can take many forms, but when simplified, any human interaction where individuals in a similar life situation discuss their own experiences, is defined as peer support (Puumalainen and Rissanen 2016; Mikkonen 2009). In other words, two individuals who are in a similar situation, for example, due to illness or addiction, can find support from sharing their experiences.

Some of the core values of peer support, according to Puumalainen and Rissanen (2016) are equality, reciprocity and voluntariness. The main idea of the practice is to receive support from people with personal experience of the matter (Mikkonen 2009). Thus, every participant is both a giver and receiver of the created social support (Nylund 2002).

The voluntary nature of the practice allows every individual to choose how much to give and share. Thus, this support is very different compared to support from professionals, public services, relatives or friends. Peer support is commonly a group activity for sharing thoughts and experiences, without judging or criticising (Puumalainen and Rissanen 2016). By openly sharing experiences and stories the individuals build together a new recovered identity for themselves (Puumalainen and Rissanen 2016).

A traditional example of organized activity for individuals to share their experiences regarding their life situation is the Anonymous Alcoholics (AA) movement. Being understood, as well as, understanding others, develops a feeling that one is not alone. Thus, peer support also works as a solution to shame, guilt, loneliness, isolation and other social losses (Hietala-Paalasmaa and Vuorela 2004, Savukoski 2008 in Puumalainen and Rissanen 2016).

Peer supporters can also have an influence on the rehabilitees status in society, social decision making, social security benefits and social rights in general (Hietala-Paalasmaa and Vuorela 2004 in Puumalainen and Rissanen 2016). A possible next step after the peer support is to function as an expert by experience. An "experience expert" has personal experience of the disease, addiction or similar and the recovery from it and wants to develop the service system created for the problem (Puumalaien and Rissanen 2016). The person might want to in turn help others, or wants to offer help that was not available for him/her (Mikkonen 2009). Professionals can learn from the experienced and sharing one's experiences lowers the societal stigma related to the problem (Puumalaien and Rissanen 2016). Puumalainen and Rissanen (2016) suggest that functioning as an experience expert could be a way to find employment after recovery.

The group leaders are either volunteers with an experience in the matter or professionals (Mikkonen 2009). A challenge in peer support is the risk for dependency (Kinnunen 1999 in Puumalainen and Rissanen 2016). Also, the actors "professionality" can be questioned. There is a risk that the actors start interpreting experiences wrongly when looking for similarities in experiences (Hokkanen 2003 in Puumalainen and Rissanen 2016).

People united due to illness describe the peer support as a source of information, creating a feeling of safety and offering solutions. The symptoms caused by the illness create a will to meet individuals who share the struggle. Without peer support, there would be a bigger need for social and health care services. Moreover, peer support is regarded as a

special and emotional support in addition to social and health care services. Peer support and professional help fulfil each other and cannot replace each other. Without peer support, the need for social and healthcare services would increase, as well as, the need to create completely new public services that would require extensive resources. (Mikkonen 2009)

Social marketing programs have utilised peers when it comes to health promotion. Yaaminidevi (2014), provide an illustrating example, about a major social marketing campaign promoting the use of condoms, launched in 2003, to address the alarming number of HIV/AIDS incidents in India. To develop and sustain positive behaviour change, culturally sensitive messages were spread through voluntary members of the community who were trained by NGOs to deliver education on HIV/AIDS, referred to as *peer educators* (Yaaminidevi 2014). Given the definition of "peer" in this case, where it is enough that the peer is a member of community, not an infected individual, one may assume that the criteria for being a peer differs depending on the circumstances.

2.4   Summary of the Literature Review

This chapter has provided a detailed overview of the core theories for this study: social marketing with the underlying 4Ps, the MOA framework and volunteering, divided into voluntary work and peer support.

Social marketing functions as the overlapping theory of the study, it is the lens through which volunteering is viewed. The marketing mix is the social marketer's tools to create a successful social marketing campaign and the MOA framework is a way to analyse the target audience's motivation, opportunity and ability to act. Thus, I argue, that a certain factor from the marketing mix might have an impact on a certain factor from the MOA framework. If the conditions are favourable, then volunteering will take place, in either the form of voluntary work or peer support.

Figure 4 illustrates the developed theoretical framework and the assumed relations between the different factors. The behavioural offer affect motivation and ability, as the opportunity might be there but the nature of the offer is such that the target group is not motivated or able to act. The Barrier, also, mainly affects the motivation and ability, as the opportunity to act might be there but the barrier is perceived as too big to act. Place, on the other hand, mainly affects motivation and opportunity, as the ability to volunteer

might exist, but the place is not available or one is merely not motivated to act. Promotion affects all three factors of MOA, as promotion can address any potential obstacles in the offer through communication. Noticably, motivation is affected by all factors in the marketing mix. As motivation is divided into intrinsic and extrinsic motivation, any kind of obstacle or facilitator considering the 4Ps affects motivation on some level. These relations are tested through the empirical part of the study.

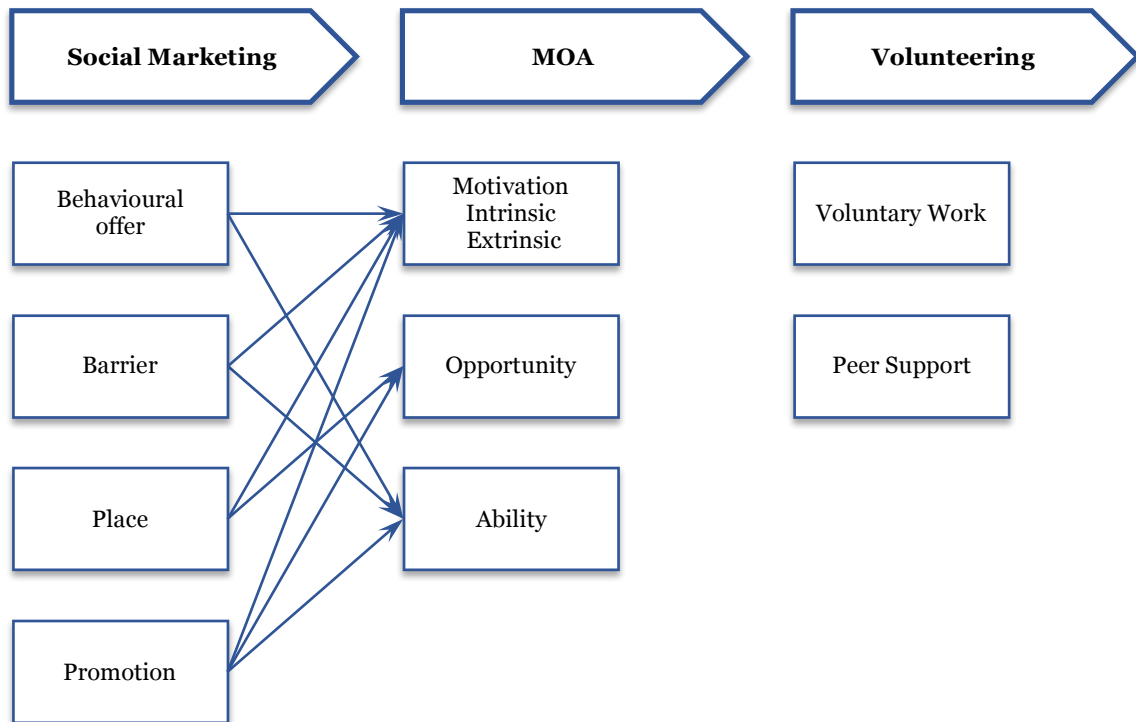**Figure 4** **Summary of the Theoretical Framework**

2.5 Challenges in the Translation of the Theoretical Concepts

This paper is based on literature in English, Finnish and Swedish. Rather quickly, a challenge arose considering the translations of the key concepts for this paper. Before discussing the translation difficulties any further, Table 4 provides a summary on the translations done for this paper.

English	Volunteering	Voluntary Work	Peer Support
Swedish	Ideellt engagemang	Volontärarbete	Kamratstöd
Finnish	Vapaaehtoistoiminta	Vapaaehtoistyö	Vertaistuki

Table 4 Translations

In previous literature, the concepts are used quite carelessly all three languages, not differentiating volunteering from voluntary work and peer support. Volunteering as a concept is much more comprehensive than voluntary work and peer support, thus, I argue that more precision is required when discussing these concepts in any of the languages. For example, voluntary work does not include peer support, while, volunteering does.

The translation of voluntary work was very simple, however, volunteering and peer support sparked some challenges. The Swedish translation of volunteering could be either "ideellt engagemang" or "volontärverksamhet". The first one of these that translates to ideal engagement in English, does not feel natural to the Swedish speaking Finn, while it is a common term in Sweden. Option number 2, on the other hand, feels clumsy but is a straight translation from the Finnish "vapaaehtoistoiminta". The Finnish, "vapaaehtoistoiminta" describes volunteering well, but alike "volontärverskamhet", when translating word for word, it translates to "volunteer activity", which makes it immediately more specific than "volunteering".

"Vertaisuki", is a well-established term for peer support in Finnish literature and did not cause difficulties in the translations. Literature on peer support in Swedish mainly utilises the term "kamratstöd". However, I find this term strange, as it translates to "friend support". Peer support infers to equality in both English and Finnish, instead of fellowship, which is preferable in this context. However, there is no other concept defined in Swedish.

Conclusively, the volunteering vocabulary is a much more grounded in the English language and is clumsy to translate to Finnish or Swedish. This raises a question about cultural differences. Is the vocabulary in the volunteering context more grounded in English because English speaking societies engage more in the practice?

3 METHOD

This chapter will present the chosen research method and clarify for the data collection procedures. Figure 5 provides an overview of the methodological structure of the study by presenting the choice of research strategy, research design, research method and method of analysis, that are based on interpretivism as the philosophy of science (3.1). The research strategy (3.2) is qualitative and deductive, that allows for a case study as research design (3.3). Consequently, semi-structured interviews, observations and secondary data are suitable research methods (3.4) for the study. The collected data for this study is best analysed through categorization, integration and comparison (3.5). The Method chapter will conclude with an evaluation of the quality of the study (3.6) and a short presentation of the research procedure (3.7).

| Interpretivism | Qualitative & Deductive | Case study | Semi-structured interviews, observations and secondary data | Categorization, integration and comparision |
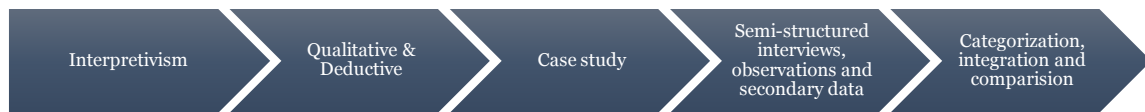
Figure 5   **The Methodological Structure of the Study**

3.1 Philosophy of Science

When choosing the most suitable approach for the empirical part of a study, the decision is affected by the researcher's own beliefs (Hudson and Ozanne 1988). Therefore, it is beneficial to clarify for the research-specific philosophy of science as it sheds a light on the chosen data collection and analysis methods. In an academic context, different approaches of philosophy of science are referred to as paradigms.

Hudson and Ozanne (1988) point to two broad Philosophies of Social Science, positivism and interpretivism, which inform various research methods. The main difference between positivists and interpretivists is that positivists aim to predict specific outcomes, while interpretivists' goal is to understand the behaviour of their studied objects (Rubinstein 1981).

This aim of this study is to gain an understanding of how young students are encouraged to volunteer through social marketing. Consequently, the student's subjective thoughts and experiences need to be studied. As people interpret reality subjectively, an

interpretive approach is suitable for this study. Interpretivists study the individuals' own reality in the natural context for the study (Hudson and Ozanne 1988).

Moreover, Hudson and Ozanne (1988) point out that the process of understanding individuals' behaviour is continuous according to interpretivists. To illustrate in the context of this study, the understanding of the students volunteering behaviour is always incomplete. The world is developing at a rapid pace, shaped by the digital transformation and technological innovations, changing the reality for individuals continuously. Therefore, Hudson and Ozanne (1988) emphasise the need for keeping interpretivist studies context- and time-bound.

3.2 Research Strategy

When choosing the most suitable research method for the study, the most valuable information for the study must be identified so that it can be targeted in the best way. The researcher needs to consider two important aspects. First, the research's placement in the rough division of quantitative and qualitative studies. Second, the relationship between the empirical and theoretical part of the study.

It is common for interpretive studies to adopt a qualitative approach but it is not necessary (Hudson and Ozanne 1988). When simplifying the difference between qualitative and quantitative studies, quantitative studies often provide standardized answers (Patton 2002). Qualitative studies, on the other hand, allow for more detailed answers (Silverman 2006). Selected issues can be studied in both great depth and breath as the data collection is not forced to follow predetermined analytical categories, limiting the responses (Patton 2002). Consequently, qualitative methods typically generate a richer data from a smaller sample (Patton 2002).

The aim of this study is to gain a deep understanding of student's volunteering behaviour. Accordingly, a qualitative method is chosen as the main method for this study. According to Silverman (2011), qualitative methods are effective for studying individual's behaviour in a natural setting. To support the qualitative data gathered, quantitative data is collected to provide additional insights to the findings.

There are two main approaches for scientific research that define the relationship between the empirical and theoretical parts of the study: inductive and deductive (Saunders, Lewis and Thornhill 2012). The inductive approach is a bottom-up approach,

developing theories from data (ibid.). The deductive approach is the opposite, a top-down approach, confirming results through grounded theory or supporting a theory's suitability (ibid.). The deductive approach allows for modification of the theory after the empirical part of the study is completed (ibid.). This study builds on modified social marketing theories to identify how young students are encouraged to volunteer. The theoretical framework created for this study allows for further modification, giving the study a deductive nature.

3.3   Research Design

The research design defines the framework for the research (Bryman and Bell 2011). There are several different structures of design a study can follow of which this study is defined as a qualitative single-case study, focusing on the in-depth exploration of Citizen Forum's Jeesaan project that is developed to encourage students to volunteer.

Patton (2002) explains that when studying the complexity of a specific case in its own context, a deep understanding of a specific phenomenon is reached. Saunders, Lewis and Thornhill (2012) explain that case studies are suitable for answering "why", "how" and "what" questions. The research question for this study is a "how" question as the research question is "How are young students encouraged to volunteer through social marketing? Therefore, a case study makes a suitable research design for this study.

Choosing a suitable case follows similar sampling techniques, as when choosing respondents. When the aim is to be able to generalize results, a critical case is needed (Patton 2002). The critical case is information-rich considering the researched phenomenon, thus, enabling generalisation (Patton 2002).

3.3.1   Citizen Forum

Citizen Forum [Fi: Kansalaisareena], is a registered association that has since 1993 served as the sole advocate for any voluntary activity in Finland (Kansalaisareena A 2017). In addition to helping people find volunteer opportunities, Citizen Forum supports and trains organisations in volunteering (Kansalaisareena C 2017). In other words, Citizen Forum works as a platform that has during the past 24 years brought

together several volunteers and non-profit organisations and steadily worked towards creating a more volunteer-friendly society in Finland.

In the early 1990's, when Citizen Forum was first established, Finland was characterised by the economic recession and growing unemployment. Citizen Forum was born in the middle of a changing society where several welfare services were discontinued, thus, identifying a need to develop and increase voluntary and self-initiated activity amongst the citizens (Kansalaisareena B 2017). The association has grown rapidly during the past 24 years and reaches today over half a million members through its member associaitons (Raitanen 2017). The members consist of several other non-profit associations, organisations and peer support groups, such as, the Allergy and Asthma Federation [Fi: Allergia ja Astmaliitto ry], The Martha Organisation [Fi: Martat], Finnish Federation of the Visually Impaired [Fi: Näkövammaisten liitto ry], Football association of Finland [Fi: Suomen Palloliitto], The Finnish Parkinson's Disease Association [Fi: Suomen Parkinsonliitto], and obviously, numerous citizens (Kansalaisareena D 2017). As a non-profit association, Citizen Forum is funded through donations from their member associations and individual donations (Raitanen 2017).

Openness, encouragement, innovativeness and responsibility are the core values of Citizen Forum (Kansalaisareena B 2017). Accordingly, these values are reflected in the mission and vision of the association. More specifically, the mission of Citizen Forum is "to be a leading advocate and networking expert for voluntary activities, who creates new models for voluntary work and peer support, thus, fostering voluntary and self-determined activity, equality and a sense of community in the society" (Kansalaisareena B 2017, free translation). Citizen Forum's vision, on the other hand, elaborates on the international objectives of the association. The vision is "to contribute to the global reputation of Finland as a country highly engaging in caring for each other, volunteering and peer support, with standing supportive legislation and practises for the citizens' joint and self-determined activities and organized voluntary activities" (Kansalaisareena B 2017, free translation).

As stated in their vision, Citizen Forum promotes international networking and collaboration. Citizen Forum represents Finland in the following international associations for volunteer work and peer support: the European Volunteer Centre, European Self-Help Experts and Global Network of National Volunteer Centres that is maintained by the International Association for Volunteer Effort (Kansalaisareena E 2017). Equally important to endorsing Finland's reputation abroad, is the collaboration

with international actors to bring new good customs to the Finnish voluntary activities (Kansalaisareena A 2017).

The networking expert functions as an information and development centre for voluntary work and peer support and brings forth novel models for the named activities (Kansalaisareena 2017 B). Moreover, the association's mission is to increase cooperation between the private, public and non-profit sectors (Kansalaisareena C 2017). To illustrate, a noteworthy milestone has been the founding of an impartial support team for parliamentary volunteer activity, initiated by Citizen Forum in 2009 (Kansalaisareena B 2017). In addition to enabling the members of parliament to volunteer themselves, Citizen Forum encourages them to share their experiences on social media (Kansalaisareena B 2017).

Citizen Forum is serious about the visibility of their services and wants volunteering to be regarded as a meaningful part of social activities in our welfare society. Through their homepage, Facebook-page, blog, Twitter, Instagram, the news site Webarena and per e-mail, Citizen Forum aims to increase the media publicity of volunteering. Citizen Forum is, also, the author of various projects, campaigns and events. Noteworthy campaigns are Volunteers' Day [Fi: Vapaaehtoisten päivä], The Volunteer of the Year competition [Fi: Vuoden vapaaehtoinen] and The Volunteer Fair [Fi: Vapaaehtoisten messut] (Kansalaisareena C 2017). Completed projects include, for example, Help a Friend [Fi: Avita Kaveria] that ran for two years with the main goal to increase the amount of peer support supervisors (Kansalaisareena C 2017). Citizen Forum's most recent project, Jeesaan, launched in autumn 2017.

3.3.2   The Jeesaan Project

Over the past 24 years Citizen Forum has successfully increased the number of volunteers in Finland. However, there is one demographic group that has not been part of the progress. Surprisingly, the progress has been relatively stagnant for the young people. Therefore, Citizen Forum has developed Jeesaan. The name of the project, Jeesaan, is Finnish slang for "I help". As the name suggests, the main goal of the project is to encourage young people and students to engage in volunteering. The three-year-long project was launched at the start of the 2017 academic year in various upper secondary schools and vocational schools in Vantaa, Finland. (Kansalaisareena F 2017)

To encourage course participation, Citizen Forum marketed the project during the first few weeks of school. Promotional information about the project was sent out to the students, highlighting the opportunity to gain practical skills, have an impact on important matters and to earn a certificate useful for future career progress. The course itself consists of three educational sessions to learn about volunteering and one closing session to reflect on things learned. In between, the students engage in the practical volunteering. The students can decide themselves on how to volunteer or choose amongst the possibilities offered. To complete the course, the students need to achieve a certain number of hours of volunteering during the autumn semester. (Course Description 2017; Course Objectives 2017)

In addition to academic institutions in Vantaa, several organisations and the city of Vantaa itself will participate in the project. These actors represent the other side of the project, offering and developing voluntary work for the students. Previous research has shown that young people are often interested in volunteering for short time periods, for instance, through temporary work and event management. In addition to relying on previous research and experience, Citizen Forum will, together with the project participants, aim to lower the threshold for young people to become volunteers. (Kansalaisareena F 2017)

When viewing the Jeesaan project out of the lens of the theoretical framework for this study, it is clear that the projects aims to cover all aspects of social marketing, represented by the 4Ps, as well as, all aspects of MOA and of volunteering. The behavioural offer, barrier, place and promotion are considered for the success of the project. Citizen Forum aims to increase the students' motivation, opportunity and ability to volunteer. Moreover, the volunteering itself can be anything of the students liking, in other words, voluntary work or peer support.

3.4   Choice of Method

The method represents the chosen practices for the data collection. In other words, it is the specific research technique applied on the study and should align with the theory, model, hypothesis and other methodological techniques (Silverman 2011).

For case studies, it is typical to combine various data collecting methods (Eisenhardt 1989). There are four dominative methods for qualitative research: observation,

analysing text, documents and images, interviewing and recording (Silverman 2011). In this case study, three of these methods will be applied. The main method for data collection for this study is the semi-structured interview. Data gathered from the Volunteer Fair in the form of observations will complement the primary data obtained from the interviews. To further support the primary data, secondary data is gathered with the search engine service Meltwater.

3.4.1 Semi-structured Interviews

This study aims to answer the research question of how young students are encouraged to volunteer through social marketing. The most reasonable approach to acquire this data is through interviewing young students. Patton (2002), explains that the reason for interviewing is to obtain data we could not otherwise observe, to gain an understanding of the respondent's perspective to the matter. In other words, qualitative interviews draw on the assumption that the respondent has a meaningful insight of the studied subject (Patton 2002).

There are several different types of interviews to choose from for a qualitative study. Additionally, different interview techniques can be applied to each of them. The chosen interview type and interview technique highly affect the quality of the gathered data (Patton 2002). The most suitable interview type for this study is the semi-structured interview that is based on an interview guide (Appendix 1). Given the interpretive approach of the study, semi-structured interviews serve as a suitable method for gaining a deep understanding of the students' own reality. A semi-structured interview is more organised and prepared for than, for example, an informal conversational interview that does not follow any given structure (Patton 2002).

The interview guide is a useful tool for predetermining the order of the interview questions and securing that all important issues are covered with all respondents (Patton 2002). Nevertheless, the interview guide does not constrain the interview considering probing or asking follow-up questions to specify answers (Patton 2002). In other words, despite focusing on predetermined issues, the interview allows for a conversational and spontaneous touch (Patton 2002).

The interview guide for this study has a strong connection to the theoretical framework and is divided into four main parts. First, some background questions are asked about the respondent to get the respondent activated. Then I moved on to more specific

questions about volunteering, including questions Patton (2002) would refer to as feeling- and knowledge questions.

The second and third part of the interview guide are based on the theory of this study. The second part focuses on the 4Ps. Here, volunteering is viewed through the lens of product, price, place and promotion to explore the respondents' responsiveness to volunteering. The third part of the interview guide is based on the MOA framework. Naturally, questions about the respondent's motivations, opportunities and abilities to volunteer are included here.

The fourth and final part of the interview guide included two additional questions and a concluding open question. The additional questions considered the respondent's social media usage considering volunteering and the respondent's incentives to volunteer in the future. The interview concluded with an open question asking for the respondent's final thoughts on volunteering, voluntary work and peer support. To conclude with an open question is a good way to allow the respondent to add vital information that the interviewer would not think to ask for (Patton 2002).

When all the described parts of the interview were covered, I had presented my research questions to the respondent in an indirect manner. Table 5 summarises the structure of the interview and clarifies for the topics covered in each part of the interview, also, linking them to the questions concerned.

Part	Topics Covered	Questions Related

1. Background Information	Warming up the respondent by finding out some background information about their thoughts and experiences considering volunteering.	Name _____ Age ____ Year of Study ____
		1. About volunteering
		   a. How do you experience volunteering?
		   b. What do you think about volunteering?
		   c. Have you volunteered before? If yes, what voluntary activities have you participated in?
		   d. What task have you enrolled in with along the Jeesaan project?
		     For those who do not participate: Why did you not take part of the Jeesaan project?

2. The 4P's	Exploring the respondents' responsiveness to volunteer through	2. Behavioural offer
		   a. What value/benefit does the Jeesaan-course have for...
		     i. ...you
		     ii. ...the society?

	the lens of the 4Ps.	b. What value/benefit does volunteering have for…
		    i. …you
		    ii. …the society?
		c. How does Jeesaan affect your behaviour?
		d. How does Jeesaan affect your daily life?
		3. Price
		a. Was there any barrier you had to overcome to…
		    i. …volunteer
		    ii. …participate on the course?
		b. What did you sacrifice to be able to…
		    i. …volunteer
		    ii. …participate on the course?
		4. Place
		a. What is the location of the Jeesaan-course like for you?
		b. For the course participants: What is the location of the voluntary work like for you?
		c. How does the location affect your volunteering?
		d. What is the timing of the Jeesaan-course like for you?
		e. For the course participants: What is the timing of the voluntary work like for you?
		f. How does the timing affect your volunteering?
		5. Promotion
		a. Had you heard about Citizen Forum before?
		b. How did you first hear about the Jeesaan-course?
		c. What inspired you to participate on the Jeesaan-course?

3. The MOA-framework	Discussing the motivational drivers behind volunteering, as well as, the students' opportunities and abilities to volunteer.	6. Motivation a. What motivated you to become a volunteer? b. Do you aim to achieve any possible reward by volunteering? 7. Opportunity a. What previous opportunities have you had for volunteering? b. How has Jeesaan increased your opportunity to volunteer? 8. Ability a. What abilities does a volunteer need? b. Which required abilities for volunteering do you possess? c. Which required abilities do you lack for volunteering?

		d. How has Jeesaan affected your ability to become a volunteer?

4. Additional Information	Looking into the possibilities of utilising social media in a volunteering context, also, asking about future intentions to volunteer and final thoughts on the topics covered.	9. Do you utilise social media regarding volunteering?
		10. Are you going to volunteer in the future?
		11. Any final thoughts on:
		   a. Volunteering
		   b. Voluntary work
		   c. Peer support?

Table 5 The Structure of the Interview

The interviews took place between the 13th and 17th of November 2017 at Tikkurila Upper Secondary in Vantaa. The average length of one interview was 29,6 minutes. The interviews were recorded to store the valuable raw data so that the interview situation could be relieved if needed. The recordings were also crucial for the transcribing of the interviews. The recorded interviews converted into a transcript of 20 pages. Field notes were taken, both as a reminder of valuable points made by the respondent, as well as, for a back-up of the recordings. All interviews were conducted in Finnish (See Appendix 1 for the Finnish interview guide).

The researcher's role in the interview should also be considered, as it can be both passive or active (Silverman 2006). For this study, I took a relatively active role as an interviewer which is easy to do in a semi-structured interview that already is characterised by a conversational touch. Also, by having an active role as an interviewer, I could ensure that the discussion stayed in the set framework.

Saunders, Lewis and Thornhill (2012), emphasise the importance of gaining the respondent's trust and active participation so that the data is kept authentic which, moreover, enables a thorough analysis. Given that the respondents were young students, there was a clearly noticeable variation in their confidence. Some respondents were very eager to share their thoughts and able to self-reflect, while others were quite shy. I found it important to create a relaxed environment and to win the students' trust to ensure honest answers. I presented myself and the reason for my research in the beginning of

the interview and shared my own enthusiasm towards the subject with the respondent.

When dealing with a reluctant respondent, improving the relationship with them often helps (Dundon and Paul 2010). This can be done by showing an interest in subjects important to the respondent (Dundon and Paul 2010). By showing genuine interest in the respondents and their answers, they became more eager to share their thoughts and experiences with me and I could ask more personalised follow-up questions as the interview proceeded. This enabled me to gain valuable material from every respondent. Evidently, the conversational nature of the semi-structured interview is a clear strength of the interview type (Patton 2002).

Probing is a very useful tool to reach a deeper level in the interview. By asking when, where, what, who and how, after a provided answer, important additional insights may be revealed (Patton 2002). A why question, on the other hand, assumes that there is a reason behind the provided answer (Patton 2002). Moreover, why-questions target the respondents' values and feelings (Silverman 2006). There are also nonverbal ways to unlock more information. These are referred to as elaboration probes (Patton 2002). Nodding and sounds like uh-huh, give the respondent the encouragement to elaborate on their answer (Patton 2002). If I felt that any answer was left unclear, I was quick to probe to encourage the respondent to continue and clarify.

I actively used probing in my interviews, together with humour. Dundon and Paul (2010) suggest the use of humour or irony to put the respondent at ease. This was a very useful technique with the young respondents in of this study. I could share a funny life experience or happening from the same day already before the interview even started to signal that the interview will not be boring. During the interview I would, in addition to the classic probing questions, share encouraging smiles and funny remarks to make the interview enjoyable for both me as the interviewer and the student as the respondent.

3.4.1.1 *Sample*

Interestingly, social marketing usually targets the people in need, such as, smokers, obese people, drug addicts and so forth. Young people are often targeted by campaigns promoting behaviour change, since they are the future smokers, drinkers, drivers, polluters and so forth (Wall 2007). In this case study, this is not the case. The Jeesaan project targets Finnish students to encourage them to volunteer.

The Jeesaan course is launched in several schools in Vantaa but since the course is compulsory for students in the vocational schools, they do not make for a good unit of study. Being forced to participate would not allow for a reliable analysis of the students' motivations to volunteer. This paper will focus on Tikkurila Upper Secondary [Fi: Tikkurilan Lukio], which is the only school where the course is fully optional for all students. In Tikkurila Upper Secondary the Jeesaan-course is open for all students, thus the target group is students in the age of 15-18.

This study relies on the technique of *critical case sampling*. By targeting young students from the Tikkurila Upper Secondary who enrolled in the Jeesaan-course, the most information-rich cases for this study were reached. When a qualitative method is utilised for detailed answers, a smaller sample of respondents is sufficient as the information-rich cases will provide depth to the study (Patton 2002). Therefore, critical case sampling allows for logical generalizations (Patton 2002). To exemplify within the setting of this study, if the young students find volunteering very difficult and unrewarding, then it is likely that other students in Finland share their opinion. All the six students enrolled in the Jeesaan course at Tikkurila Upper Secondary were willing to take part of the research. Consequently, the whole target sample was included in the study.

To add further valuable insights to the study I contacted, with the help from the school's student counsellor, all the students who had shown up to the introduction session of the Jeesaan course but for some reason did not enrol in the course. I e-mailed all nine of them and four of them agreed to the interview. Considering the sampling technique utilised in this case, the respondents had to meet one predetermined criteria; they had to have shown an interest in the Jeesaan-course by attending the introduction session. Patton (2002) refers to this as *criterion sampling*. Cases chosen through criterion sampling serve as a valuable addition to critical cases, since, criterion sampling adds cases that can reveal significant program weaknesses (Patton 2002). Consequently, criterion sampling is an important component for the improvement and monitoring of a program (Patton 2002). By studying the polar types of the sample, valuable insights are achieved (Eisenhardt 1989). Disconfirming cases are referred to as *negative cases* by Spiggle (1994). Since, the students' who did not sign up for the Jeesaan course are disconfirming cases to the course participants, they will be referred to as negative cases.

To conclude, the unit of this study is young students in general of which I have chosen my respondents through critical case sampling (the Jeesaan course participants) and criterion sampling (the students who only showed up to the introduction session of the

Jeesaan course). The students sampled through criterion sampling will be referred to as negative cases. Table 6 illustrates the final sample of respondents for this study by indicating their age, year of study, Jeesaan participant status and interview details. It is worth noting that all the respondents are female, as no male student showed an interest towards the Jeesaan course.

Respondent	Age	Year of study	Jeesaan participant	Length of interview	Date
Respondent 1	17	2	Yes	27 minutes	13.11.2017
Respondent 2	16	2	No	29 minutes	13.11.2017
Respondent 3	17	1	Yes	40 minutes	13.11.2017
Respondent 4	16	2	Yes	25 minutes	15.112017
Respondent 5	16	2	No	27 minutes	15.11.2017
Respondent 6	17	2	Yes	23 minutes	15.11.2017
Respondent 7	17	2	No	33 minutes	15.11.2017
Respondent 8	16	2	No	32 minutes	15.11.2017
Respondent 9	17	2	Yes	29 minutes	17.11.2017
Respondent 10	17	2	Yes	31 minutes	17.11.2017

Table 6 The Respondents

3.4.2 Observations

Sometimes the studied phenomenon is not easy to describe in words. Observing is a good research method for gathering data that is difficult to gain through interviews. Likewise, we cannot observe things, such as, feelings, thoughts, meanings, intentions and previous events (Patton 2002). These are blind for the eye. Thus, observations and interviews are good complements for each other as research methods. Observations were chosen as the second research method for the study to provide further insights to the volunteering scene in Finland. The Volunteer Fair organized by Citizen Forum served as the unit of observation, as the fair is important for Citizen Forum in promoting volunteering.

The observations took place at The Volunteer Fair in Helsinki at Vanha Ylioppilastalo the 2nd of December 2017. The annual fair attracts a 1000 visitors and brings together

potential volunteers with voluntary organisations. Approximately 80 organisations are present, including Citizen Forum that is one of the main organisers of the fair, offering volunteering opportunities in Helsinki, Vantaa and Espoo. (Kansalaisareena G)

Different units can be observed, for example, people, time and places, the most common one being people (Belk, Sherry and Wallendorf 1988). It is also possible to further observe within a specific unit. For example, we can study people's body language and facial expressions. In accordance with the aim of the study, to explore what encourages young students to volunteer, the unit of observation for this study is demographics. Namely, the important aspect of The Volunteer Fair for this study was the demographics of the event. It was in my interest to study the amount of young people at the fair, in order to, see if the promotion of the fair had reached out to any young people, and if so, how the young people behave at the fair.

Arnould and Wallendorf (1994) explain that the researcher can choose between a participant or nonparticipant role when observing. The benefit of being a participant researcher is the possible access to inside information, as the nonparticipant researcher never interferes with the events (Arnould and Wallendorf 1994). Patton (2002) explains that a combination of a participant and nonparticipant researcher is also possible. The researcher can first observe from the outside and later take a participant role, depending on what role gives the most useful data (Patton 2002). For this study, I chose to take the role of a participant researcher. What further explains my choice of being a participant researcher, is the fact that I am myself a young student. Thus, participating in the fair was a natural choice for me.

I spent two hours at the fair, both enjoying it myself, talking to the organisation representatives and gathering inspiration for volunteering opportunities, yet, constantly observing the demographics at the fair. Observing can take many forms, it can be structured or unstructured. For this study, the unstructured method was used, thus everything was observed and recorded on camera. I took photos that would capture the demographics of the fair in a broad way.

When observing, data is collected in real-time as the phenomenon is naturally occurring (Belk, Sherry and Wallendorf 1988). Therefore, a through description of the location for the observing and the present conditions should be presented (Belk, Sherry and Wallendorf 1988). The captured photos support the illustration of the conditions at the Fair. Modern technologies, such as, cameras, support the observing with plain eyes.

Collecting complementary data, such as, photos, videos or recordings, of the observed phenomenon, is referred to as mechanical observation (Arnould and Wallendorf 1994). This data might provide important clarification of the studied phenomenon (Arnould and Wallendorf 1994). Photos fulfil verbal data as they can capture body language that is not communicated verbally (Silverman 2006). In addition to technological recordings, field notes serve as a good back-up of data (Silverman 2006). For this study, 12 photos were taken, in combination with field notes collected while observing.

Capturing photos might be perceived as intrusive or unethical (Belk and Kozinets 2005). Today, people constantly record their lives on their smartphones and capturing photos of one's surroundings is not perceived that strange. I would dare to assume I was not acting intrusive when photographing the fair. However, I might have captured people on camera that would not have wanted to take part of the study.

3.4.3 Secondary Data

According to Bryman and Bell (2005), secondary data can take many forms but its purpose is to support and further elaborate the primary data. Secondary data can be quantitative, qualitative or a combination of these, in order to, increase the depth of the research. As Citizen Forum is interested in the impact that their media and social media visibility has on encouraging young students to volunteer, useful secondary data for this study is collected from the media intelligence platform Meltwater.

Meltwater is a Norwegian company that has quickly grown to become one of the world's largest media intelligence companies (Meltwater 2017). The software service offered by Meltwater allows Citizen Forum to track a certain number of relevant topics and keywords on both media and social media channels. The deal that Citizen Forum has signed up for enables the monitoring of five main topics of which each can contain an endless number of keywords. Topics that are out interest for this study are "Citizen Forum", "volunteering", "voluntary work", "organisational work" and "peer support" combined with the keyword "young". In Finnish: "Kansalaisareena", "vapaaehtoistoiminta", "vapaaehtoistyö", "järjestötyö" and "vertaistuki", combined with the keyword "nuori".

The data collected from the Meltwater platform represents the time-period of 1st of September until the 3rd of December. The starting date was decided based on the fact that the Jeesaan project was launched around early September. Four graphs were downloaded from the dashboard of the Meltwater media intelligence platform:

1) Young & Volunteering Media Top Sources
2) Young & Volunteering Social Media Top Sources
3) Citizen Forum Media Exposure
4) Citizen Forum Social Media Exposure

Graphs one and two, represent the top sources for any material published on volunteering and young people (see chapter 4.1.4). Graphs number three and four display Citizen Forum's exposure in media and social media respectively (see chapter 4.1.5). The Finnish brand name, Kansalaisareena, was used as keyword. For graphs one and two, a more advanced search technique was utilised. The following algorithm was fed into the search engine: (Young* AND voluntary work*) OR (young* AND organisational work*) OR (young* AND volunteering*) OR (young* AND peer support*). The * allows the further conjugates of the word. Please notice that the searches were conducted in Finnish: (Nuor* AND vapaaehtoistyö*) OR (nuor* AND järjestötyö*) OR (nuor* AND vapaaehtoistoimin*) OR (nuor* AND vertaistu*).

3.5 Analysis of Data

When analysing data, it is examined, sorted and reconstructed to be better understood (Spiggle 1994). Before choosing the data analysis techniques, it is important to recall which philosophy of science, research strategy, research design and research method define the study to ensure the suitability of the analytical method. Given the interpretive philosophy, the qualitative and deductive strategy, the case study design, *categorization, integration* and *comparison* make for a suitable analysis techniques for the data gathered through semi-structured interviews, observations and the Meltwater media intelligence platform.

True to its name, *categorization* categorises the data (Spiggle 1994). The data is coded, in other words, organised and labelled in theoretical categories (ibid). In this way, the researcher takes a step further from merely identifying themes. Categorization allows for unimportant information to remain unlabelled, as all similar data representing a specific phenomenon is labelled in the same category (ibid.). All data collected for this study is analysed through categorization. The structure of the semi-structured interviews is defined by the interview guide which, is a straight adaption of the theoretical framework of this paper. Thus, the results from the interviews are easily categorised according to the theoretical framework. The transcribed interview supports the identification of

different elements in the answers (Silverman 2006). The data from the observations and the secondary data is then placed in the category the most fit.

When analysing qualitative data, the researcher seeks to find connections in the gathered data, to identify concepts and patterns (Saunders, Lewis and Thornhill 2012). Therefore, new concepts, not originally included in the theoretical framework might be identified. Given the deductive nature of the study, these make for new categories in addition to the predetermined ones.

Integration draws upon categorisation, as it maps the relationships between the categories (Spiggle 1994). The relationship between core categories and other categories is illustrated and categories with similar conditions and outcomes are combined (Spiggle 1994). In this study, the MOA factors serve as core categories and the relationship of the 4Ps to each MOA factor is defined. Also, the relationship between each MOA factor is analysed.

Comparison also relies on categorisation, as it identifies differences and similarities within categories (Spiggle 1994). In this study, comparison helps discovering similarities and any disconfirmations between the data from the interviews, the observations and the secondary data.

3.6   Evaluation of the Study

The researcher must take a critical stance to the conducted study to ensure its quality. The quality of this study is assessed trough the trustworthiness dimensions of *credibility, transferability, dependability, conformability, integrity* and *utilization* (Wallendorf and Belk 1989).

According to Wallendorf and Belk (1989), *triangulation* increases the credibility of the study, which represents the adequacy of the results. Triangulation provides strength to the findings through the combination of various methods (Patton 2002). This study contains many forms of triangulations. Since three methods are utilised, *methodological triangulation* is applied. Likewise, data is collected from three different sources, the respondents, The Volunteer Fair and the internet, thus *data triangulation* is applied. The theoretical framework of the study is a combination of various grounded theories, contributing to the *theory triangulation.* The final triangulation technique mentioned by Patton (2002) is *investigator triangulation,* which refers to the use of several

researchers or evaluators. This is not the case in this study, as I am the sole researcher of this paper. Therefore, one must take a critical stance to the question that if someone else would have conducted the research, would the results have been the same? Wallendorf and Belk (1989) explains that this dependability can be avoided by conducting the research for a long period time, to identify mistakes. I argue that this study was in progress for long enough to tackle possible errors (see Research Procedure 3.7). Also, the inclusion of negative cases add to the credibility of this study. Spiggle (1994) refers to this as refutation. Refutation tests and compares the results (Spiggle 1994).

Transferability refers to the extent the results can be applied to other contexts (Wallendorf and Belk 1989). This research has good transferability of theory, as the theoretical framework is an adaption of already grounded marketing theories; the 4Ps and the MOA framework. Consequently, the theoretical framework can be applied to various contexts by replacing the final main factor of Volunteering with the context of interest.

Dependability questions if the results would be the same if the study was conducted by another researcher (Wallendorf and Belk 1989). Since the method for this study is specified in detail, similar results could be expected in case another researcher would repeat the study. Moreover, the dependability of this study is improved by the fact that the research process took place over a long period of time so that possible errors in the data could be detected (see Research Procedure 3.7).

By keeping a good record of the collected data the conformability of the study is improved (Wallendorf and Belk 1989). Considering this study, the interviews are recorded, both as audiotapes and transcripts, the observations are recorded on camera and the secondary data is saved as graphs.

Integrity ensures that data is not affected by lies or misinterpretations (Wallendorf and Belk 1989). Establishing trust with the respondents is therefore crucial. The integrity of this study was improved by ensuring the respondents felt comfortable during the interview. The respondents could answer freely as the interview was semi-structured.

The utilization of the findings (Miles and Huberman 1994) of this study are secured as the case organisation, Citizen Forum will be provided with data on how to encourage young students to volunteer. The respondents benefited from the study in the way that

the interviews were good opportunities to reflect on their volunteering habits and preferences.

Finally, a researcher's existing insights and earlier experiences towards the studied subject, are referred to as *preunderstanding*, while understanding that arises during the research process is referred to as understanding (Gummesson 2000). Preunderstanding might be necessary for the understanding of the subject and keep the research focused but it can also be a risk as the researcher might expect or emphasise outcomes (Gummesson 2000). Silverman (2011) highlights that one should collect naturally occurring data for sufficient understanding. Through prior interaction with Citizen Forum, I gained a preunderstanding to the empirical context and research question (see 3.7). Research Procedure. I also have the preunderstanding from being a Finnish student. I argue that my preunderstanding for the situation is beneficial, compared to an outsider who might not share my experiences of being a native student. Arnould and Wallendorf (1994), explain that outsider might not reach an equally deep understanding as insiders, while participant researchers with preunderstandings might be blind to draw critical conclusions.

3.7 Research Procedure

The purpose of this study took its final form after several meetings with Citizen Forum Nevertheless, already during the first meeting a common ground was found and the collaboration introduced. Citizen Forum's need for research on volunteering in Finland and my interest in social marketing were combined. Following is a timeline of all the meetings with Citizen Forum during autumn 2017, that are also summarised in Table 7.

May 17th 2017

The first meeting with Citizen Forum took place in the organisation's premises in Pasila, Helsinki. Me and my supervisor Polsa met with the executive director Raitanen and the organisation's assistant Salmela. Raitanen explained that one of the main challenges for the organisation is to make it known and especially amongst young Finns. How could Citizen Forum attract more young Finnish volunteers and how do the students, on the other hand, attach themselves to organisational work? The Jeesaan project was mentioned but no decision to focus on it was yet made. We discussed existing research on the subject and reflected on possible methods to approach the problem. Citizen

Forum would in collaboration with a company called Meltwater, conduct a SEO analysis this autumn. Salmela suggested a possible data collection through the Meltwater project. The one hour long meeting was concluded with the decision to narrow down the discussed ideas and to meet after a month for further reflections.

June 19th 2017

I meet with Polsa, Raitanen and Salmela again at the main office in Pasila. I start the meeting by introducing a "storyboard" that I have put together as a research proposal. Polsa, Raitanen and Salmela are happy with my proposal but share my opinion to further narrow down the research approach, naturally, also shaping and specifying the findings. Kostiainen, the project planner for the Jeesaan project was asked to join the meeting. Finally, we decide to focus on the Jeesaan project. The study could provide a theoretical contribution by theorizing the concepts of voluntary work and peer support. Kostiainen suggests that I meet with her and Lumiaro, the project leader for the Jeesaan project, to further discuss our collaboration.

June 27th 2017

Approximately a week after the second meeting with Citizen Forum, I met up with Kostiainen in Vantaa to further plan our collaboration. We were later joined by Lumiaro. I presented the updated storyboard and Kostiainen presented the details of the Jeesaan project. The project is launched in collaboration with a several schools but we decide to focus on Tikkurila Upper Secondary for this research. The meeting lasted two hours.

August 17th 2017

To be able to track the media and social media publicity of Citizen Forum, the association will start using a media intelligence platform by Meltwater. The platform will serve as a useful tool for this study through the collection of secondary data. The Meltwater media intelligence platform will be monitored by Salmela and her colleagues Nieminen and Reinikainen. During our meeting the 17th of August at the main office in Pasila, the Meltwater representative presented their service and explained how the searches are conducted on the platform. The meeting lasted an hour.

August 21st 2017

Finally, the day arrives when all the hard work is put into practice and the Jeesaan project is launched at the school start 2017. The upper secondary in Tikkurila, is the first to

launch the project and this is done through an information session held by Lumiaro and Kostiainen. In addition, me and Citizen Forum's intern, join Lumiaro and Kostiainen in front of a class full of 16 students and their study counsellor. At this point, it is important to mention that the information session that originally was supposed to be a compulsory one for all the candidates for the matriculation examination, ended up being voluntary for any student interested. We were pleased to notice a relatively high degree of interest but unfortunately only among the female students. In other words, all the students present were girls.

Lumiaro and Kostiainen tried to interact with the audience as much as possible and some shy enthusiasm was shown. As expected some students admitted to have shown up to gain a course towards their degree but genuine interest towards volunteering could also be identified. For example, two girls had already thought of what sort of voluntary work they wished to do through the project; helping refugees integrate with the Finnish society.

September 11th, 2017

Almost a month after the project launch, I visit Tikkurila upper secondary to meet the students enrolled in the course. More clarity is reached considering the course structure and the final amount of course participants. Kostiainen has invited me to join her at the end of the second class of the course to present myself to the students and ask for their willingness to take part in my research. I decided to keep my presentation very short, giving them a short introduction about myself and social marketing, so, that they understand the context of the potential interview. I only gave a few things away about the interviews themselves, admitting that I will ask about their thoughts on volunteering, that it will be relatively short, that it will take place sometime in November and that the results will be kept anonymous. Unfortunately, there were only three students present out of the claimed nine signed up for the course. However, the three students present were willing to participate in my interview and gave me their contact details. Since Tikkurila upper secondary is a one hour drive away from my home and there is no certainty that the students who were absent during this class would be present next time, Kostiainen kindly volunteered to deliver my message and collect the rest of the contact details.

November 13th – 17th 2017

All ten interviews took place between November 13th and 17th at Tikkurila Upper Secondary, as it was the preferred location by the students. I emailed, texted or Whatsapped with the students individually to agree set a meeting for the interview.

November 20th 2017

To be able to collect useful secondary data for my research, I decided to utilise the media intelligence platform Meltwater. I met up with Salmela who helped me understand the potential of the platform. She gave me her user details for a week's time, during which I could familiarize myself with the platform and download useful data for my research.

December 2nd 2017

The final piece of data is collected during the Volunteer Fair.

Date	Place	Participants	Topic	Duration
17.05.2017	Pasila	Sumelius, Polsa, Raitanen, Salmela	Finding a common ground	1 hour
19.06.2017	Pasila	Sumelius, Polsa, Raitanen, Salmela, Kostiainen	Deciding to focus on the Jeesaan project	45 minutes
27.06.2017	Tikkurila	Sumelius, Kostiainen, Lumiaro	Further planning the collaboration	2 hours
17.08.2017	Pasila	Sumelius, Salmela, Nieminen, Reinikainen, Lautala	Meltwater training	1 hour
21.08.2017	Tikkurila Upper Secondary	Sumelius, Kostiainen, Lumiaro, students	Information session for the Jeesaan course	30 minutes
11.09.2017	Tikkurila Upper Secondary	Sumelius, Kostiainen, Jeesaan participants	Recruiting respondents	15 minutes
13-17.11.2017	Tikkurila Uppers Secondary	Sumelius, Respondents	Interviews	29,6 minutes / interview
20.11.2017	Pasila	Sumelius, Salmela	Meltwater	1 hour
02.12.2017	Helsinki	Sumelius	Volunteer Fair	2 hours

Table 7 Timeline of the Research Procedure

4 RESULTS AND ANALYSIS

This chapter presents the empirical data collected. The main findings from the interviews with the young students, the observations and the secondary data, will be categorised according to the theoretical framework. Moreover, categories are integrated and findings compared. Applying the theoretical framework on the collected data allows the categorising of the results into three main categories: social marketing with the underlying 4Ps, MOA and volunteering.

4.1 Social Marketing of Volunteering

Social marketing, defined by Polsa (2009:86) as *"the promotion of social change through modern marketing to alter individual behaviour on voluntary bases",* allows for modern marketing techniques to be applied to social marketing campaigns. This study explores volunteering as the desired individual behaviour, and more specifically, the desired individual behaviour amongst young students.

First, a short introduction to the students' previous volunteering experiences is given to provide a good understanding of the students' starting point for volunteering. The short introduction is then followed by a thorough categorisation of the collected data into the 4Ps of social marketing.

4.1.1 The students' previous volunteering experiences

Interestingly, all out of the ten respondents except for one, had volunteered before. Respondent 7, who had not previously volunteered, did also not take part in the Jeesaan course. Some respondents could not immediately recall if they had volunteered before and others were not sure if what they had done could be categorised as volunteering. For example, Respondent 9 looked for assurance in her answer from the Jeesaan course classes and Respondent 3 reflected on an unpaid work experience.

> "I have been an area cleaner at a festival as I got the entry ticket through that. They said on the course (Jeesaan) that that would be volunteering but really I went there only for the ticket." Respondent 9

> "I went to a festival with my friends [...] We did some cleaning of the festival area. Then during my time in the States, I helped my host mum with her cleaning company. She had no other employees so I often helped her out. I think that is voluntary work as she never payed me, even though she promised." Respondent 3

When I heard that Respondent 3 had spent a year as an exchange student in the USA, she immediately sparked my interest to hear more, since, volunteering is clearly visible in the American culture. I asked if she had volunteered in any other way during her time in the states and after a while she recalled:

> "Yes, we did some fundraising at school! We sold pizzas and buns at school to collect money to the school fund. I guess that is sort of voluntary work. Even though the money was used for our own school trip." Respondent 3

Since several respondents were not sure if what they had done could be classified as volunteering, I actively probed, asking about their hobbies and interests to get them thinking of any potential volunteering experiences in their past.

> "Hmm.... Have I... I have not done anything major. Once I helped out at a sports event. I got optional school gymnastics and we got the opportunity to help out at a track and field event. It was only for a day or so." Respondent 5

> "Umm... I did some fundraising through the church during my confirmation. We had to do all sorts of things to get to go to the confirmation camp." Respondent 6

> "A few times. Many of them have been at my stable taking care of horses and stuff. Then I have also helped out at a horse-riding camp. Through school I have been a box collector with a friend. It has always been through school or the stable. I have not gone all by myself." Respondent 10

Respondent 1, 2, 4 and 8 however, answered the question about their previous volunteering experiences without hesitation:

> "I have participated in money collections through my church. The church is a pretty central thing for young people in my hometown, so it is easy to participate." Respondent 1

> "I have been a camp counsellor at a confirmation camp and a support student during the 8th grade at school." Respondent 2

> "I volunteered at festivals out of my own initiative. I went with my friends to different rock festivals and the Tiksi festival here in Tikkurila. Just for fun. Then I have also been a box collector for Lion's Club, raising funds for young people and kids in need. I ended up there through my football club." Respondent 4

> "I have been a box collector. I went there with my friend. Her friend had cancelled so I went for her company." Respondent 8

These answers illustrate that there is quite a variation amongst the previous volunteering experiences of the young students.

4.1.2   The Behavioural Offer

Social marketing is the marketing of *behaviour* that should benefit society at large (Gordon 2011). In other words, behaviour is the marketed product. In this case study, the behaviour is offered by Citizen Forum in the form of the Jeesaan course which encourages young students to volunteer.

The Volunteer Fair can also be studied as a social marketing campaign for volunteering, since the main purpose of the fair is to encourage people to volunteer. In other words, the behavioural offer at the fair is volunteering. The gathered organisations offered both opportunities for voluntary work, as well as for peer support. In addition to Citizen Forum, a vast selection of different organisations was represented – from Greenpeace, Red Cross, Save the Children and Finnish Eco Travellers, to smaller women's unions and associations providing help for the elderly and families in need.

The interviews explored the students' willingness to adapt the new behaviour, in other words, to volunteer. The benefits created by the Jeesaan course and by volunteering in general, on both a personal and a societal level were studied. Also, the effect of volunteering on the individual's own behaviour and everyday life was inquired for.

It is crucial to note that most respondents found the questions about the behavioural offer difficult to answer. I inquired for benefits, or value, created by Jeesaan and volunteering to help the respondent's think in broad terms about different positive outcomes. Also, encouraging probing helped the students to form their answer.

4.1.2.1   Benefits Created by the Jeesaan Course for the Students

Most importantly, all the respondents showed an interest towards the Jeesaan course out of a genuine interest to try volunteering. Respondent 4 and 5 explained that a course like Jeesaan helps young people to familiarize themselves with volunteering by providing the right information.

> "Volunteering can be a very unfamiliar thing for young people. Or then you just do not happen to think of it. Young people often think about paid work, for example, summer jobs. I think that there is not much information about volunteering." Respondent 5

Respondent 1 explained that they had received a lot of information about volunteering during the Jeesaan course, learning about the field. Both Respondent 1 and 3 felt inspired by all the different ways of helping others presented during the course.

> "I think it is very interesting and it has been fun to be able to decide yourself what you want to do, and you can do exactly what you like. And even though you would not get anything for it, it still feels rewarding." Respondent 1

> "It opened my eyes. Heeey this is easy!" Respondent 3

Another common opinion among the students is that Jeesaan gave them benefits consisting of new experiences, especially work experience. Respondent 1, 5 and 6, all explained that Jeesaan simply offered an opportunity to try something new and

enjoyable, while adding value to their CV. Respondent 2 was sad not to be participating on the course, as she also thought that she would have gained general experience and learnt new skills, also adding that obviously earning a course would have been a positive benefit. Respondent 4 explained that the more experiences and skills you have, the better it is in the future, for example, when looking for a job. Respondent 10 even mentioned that she had discovered her "work-self" through volunteering. Similarly, Respondent 3 already identified that she had gained social skills and braveness by having to step outside her comfort zone when volunteering.

> "Maybe you get braver… I applied for the job all by myself and now at the job I have gained the braveness to go and talk to the customers by myself." Respondent 10

Respondent 1 and 7 thought that it is good to try volunteering at an early age in case one considers engaging in it in the future, also, pointing out the valuable work experience that can help with finding a job in the future. Likewise, Respondent 9, who thought the question was difficult, appreciated the work experience, saying that one has something to stand on when searching for jobs in the future.

> "You get a chance to get excited about it and then you can consider continuing doing it." Respondent 1

> "(…) if you want something like it in the future, you get a picture of what it could be like and then you can decide if you want to do it. The you know better what you want, both considering volunteering and normal work." Respondent 7

4.1.2.2 *Benefits Created by Volunteering for the Students*

The benefits and values the students considered receiving from volunteering in general were similar to the ones received by the Jeesaan course. Gaining new experiences and learning new skills were emphasised, in addition to the rewarding feeling from helping others. Respondent 9, who once again found the question very difficult, thought that one learns to appreciate one's own life more when helping others and seeing their situation, while at the same time feeling good about having done something important.

> "When you actually help other people, then you probably appreciate your own life more…" Respondent 9

Respondent 4 said she feels like she is doing something important when volunteering. Also, Respondent 5 would gladly have some variation in her days through engaging in something valuable and important. Moreover, Respondent 5 valued the fact that you gain specific knowledge about the field you are working in.

Respondent 10, thought that volunteering is fun and enjoyable and especially valued the new skills learnt when volunteering. For example, she learnt how to knit when volunteering for her church. Finally, Respondent 1, 6 and 7 enjoyed the fact that one meets a lot of new people through volunteering.

4.1.2.3 Benefits Created by the Jeesaan Course for Society at Large

The students were quick to identify the societal benefits that Jeesaan generates. All the respondents thought it was beneficial for society to activate young people through volunteering. Respondent 3 summarized the shared opinion by the respondents by pointing out that volunteering is always beneficial for society – the more volunteers there are, the better. Respondent 7 very cleverly stated that the younger you are when you start volunteering, the longer you will be a volunteer.

> "Helping others is always good for society so it is good to encourage young people to help."
> Respondent 3

Respondent 6 brought up the benefit of receiving more information about volunteering through the course. She said that she would probably not be a volunteer without Jeesaan. A course like Jeesaan helps connecting the students with the NGO:s, according to Respondent 6. Similarly, Respondent 9 said that young people would probably be more excited to volunteer when handed a voluntary task instead of having to show self-initiative.

Finally, Respondent 10 was the only one to think about the well-being of young people. She said the course contributes to solidarity amongst students. The course also sparks entrepreneurial interests, according to Respondent 10.

> "It is very good that they try to involve the youth. With this you can prevent isolation and stuff like that. This contributes to entrepreneurism and solidarity." Respondent 10

4.1.2.4 Benefits Created by Volunteering for Society at Large

The biggest societal benefit created through volunteering was considered by the students to be the saving of resources. The more people working for a good cause the better the results. Volunteering added to the "general good".

> "That you do not need to get money or proper resources to do something." Respondent 1

> "If a lot of people are working for the same thing a lot can be achieved. Things would be taken care of quickly and easily and you are able to affect things." Respondent 3

> "Hmm... I guess that it is a good thing that the society does not have to pay salaries and things get done anyway. And that there are more people willing to do something." Respondent 5

Respondent 2, 4, 5 and 7 realized that some services, such as certain helplines and crisis help in developing countries, are only managed with voluntary forces. Therefore, it is important that volunteering is well managed as the people using those services will not receive help from anywhere else. Respondent 7 explained that the more volunteers there are, the broader the help and wondered why society is not supporting volunteering to a bigger extent.

> "Volunteering helps the people who are in the worst position in society, so for these people the help received by volunteers, that society does not give, must be very meaningful. So maybe society should support volunteering more, so that it would in that way maybe help more the people worse off." Respondent 7

Respondent 6, 9 and 10 thought about volunteering as a unifying activity for people in society. Also, helping the unemployed stay active.

> "It brings people together, brings us sort of on the same side, so that we can improve society." Respondent 6

> "For those who do not have a job it is better that they got to at least do some sort of job so that they will not become socially excluded or shut themselves." Respondent 9

> "It helps monetary and helps uniting the people, while inspiring others to volunteer." Respondent 10

4.1.2.5   *Jeesaan – The Students' Behaviour and Daily Life*

All the respondents found question 2c about how the Jeesaan course affects their behaviour difficult to answer. The biggest influence was identified in the students' thinking patterns and personal characteristics.

Respondent 7 thought that the behavioural effect of the Jeesaan course depends on which voluntary work one does. She gave an illustrating example that if she would work with elderly people she would start caring more about them and begin understanding them better, consequently, improving her social skills by learning how to approach people.

> "When you see what their lives are like, then it would shape your opinions. For example, if there would be cuts in their social support, then you might think that you would not want that to happen, instead of being like, whatever." Respondent 7

Similarly, after some careful thinking, Respondent 1 said that the course has further enhanced her openness towards and understanding of certain groups of people. She will be volunteering by helping refugees integrate in the Finnish society and is already discovering a change in her thinking patterns.

> "I have always had a positive attitude towards refugees, but now when I have talked with other volunteers, I have understood better what is going on in the boys' lives and learnt to understand other people. I have always been positive and open but now I know even more." Respondent 1

Furthermore, Respondent 3 and Respondent 10 thought that they had become braver, while Respondent 5 thought that volunteering could make her more responsible. Respondent 2 pondered the question for a while and explained that volunteering brings general balances to her life.

> "Maybe I have become braver... considering searching for jobs and working. You realize that it is not such a scary thing." Respondent 3

> "I have become calmer somehow, and braver as I have been quite shy." Respondent 10

> "I would probably become more responsible. Learning how to take care of things better. Take care of myself and someone else if the voluntary work considers people." Respondent 5

> "When I was a tutor we organised all kinds of events and therefore school was not only work and homework. Then it is something else as well. More balanced." Respondent 2

Controversially, Respondent 6, who answered the questions quite shortly but succinctly, did not think the course affects her behaviour in any way. Also, Respondent 9 who came off as a bit distant and preoccupied, thought that the course had no impact on her behaviour, explaining that she has wanted to volunteer for so long already. After reformulating the question and asking her if she would think about things in a different way after volunteering, she said that seeing the people who need help, helps you better understand their situation from their point of view.

The Jeesaan course mainly affected the respondents' everyday life by taking up some of their spare time. However, the respondents were quick to explain that this was not a negative thing. Respondent 5 summarized the general opinion by explaining that if the voluntary work is fun and perceived important, time can easily be invested. Volunteering should be enjoyable, Respondent 8 further summarized, while Respondent 6 viewed volunteering as a fun addition to her daily life.

> "It is fun to get something new to your spare time." Respondent 6

Respondent 4, thought about the long-term perspectives and said that if the voluntary work is a lot of fun, then one can continue doing it in the future. Respondent 7 thought that volunteering should not be a stress factor. Despite being busy, she found it important to be able to enjoy it as well. Respondent 1 shared this opinion.

> "It takes quite a lot of time. And I really do not have much time. So, it sorts of brings extra stress to my life but I still really want to do it, so it is a bit difficult." Respondent 7

"Hmm… it has not really affected by everyday life. It takes up some time but not negatively. I am happy to do this." Respondent 1

Respondent 9 was the only one mentioning that the course brought more stress to her life. On the contrary, Respondent 10 said that volunteering helps her rewind.

"I usually stress a lot about things and struggle focusing on one thing at a time, but when volunteering you have to [...] This has been a fun addition to my everyday life. It helps you get away from school stuff every now and then and to free your mind." Respondent 10

4.1.3 Barriers and Sacrifices

The lines between barriers and things sacrificed for participating on the Jeesaan course and for volunteering in general, quickly blurred during the interviews. Consequently, question 3, that separately inquired for these, became one discussion. However, barriers could be separated from sacrifices. To clarify, only students who decided to participate on the Jeesaan course could have sacrificed something for volunteering. For students not participating, the barrier had already been big enough to keep them from making sacrifices for volunteering. Table 8 illustrates the main findings considering barriers and sacrifices to participate on the Jeesaan course and to volunteer, both for the Jeesaan course participants and the students not participating.

Sample (n)	**Barriers** (n)	**Things Sacrificed** (n)
Whole sample (10)	Lack of time (6) Minority (3) Long Journeys (2) Money (1) Lack of information (1)	Time (2)
Volunteers (6)	Lack of time (2) Minority (3)	Time (2)
Negative cases (4)	Lack of time (4) Long Journeys (2) Money (1) Lack of information (1)	-

Table 8 Barriers and Sacrifices

A discussion about "time" sparked with most of the respondents during question 3. Table 8 shows that "lack of time" was the most frequently mentioned barrier. All four respondents who were not participating on the Jeesaan course mentioned "lack of time" as a reason for it. Additionally, two participating respondents felt that "lack of time" was

a potential barrier for them as well. Consequently, "time" was perceived as a sacrifice by these two respondents.

> "Lack of time kept me from participating on the course. I train four to five times a week." Respondent 2

> "I do not know…Lack of time affects me I guess. The course was only three Mondays so that was no problem but now it is a bit difficult to find time for volunteering." Respondent 3

> "Time, I go the gym and I coach football. I stress already so much about the spare time, so I did not want anything extra. Respondent 8

To claim that time was the only barrier or sacrifice for volunteering seemed like quite a hasty generalisation. Thus, I probed and asked what the respondents would have preferred to do with that time instead. Respondent 2 mentioned she could have spent the time with her family instead and Respondent 3 would have preferred working out more. Some respondents had a heavy workload at school, while others had a hobby that took up a lot of time.

> "When I was a tutor it took up a lot of my spare-time when I had to stay at school after the school day and for the camp counselling I had to dedicate a few weeks of summer. Maybe that time could have been spent with family instead. But I do not think these are sacrifices really. It is not like anything would be bothering me." Respondent 2

> "I guess I sacrifice the time that I could be at the gym instead. Which, when thinking on a higher level, is sacrificing my health." Respondent 3

During question 3, "time" was always discussed. However, most Jeesaan course participants did not perceive it as if they were sacrificing time for volunteering. They thought volunteering is and should be, enjoyable. In other words, volunteering was considered to have nothing to do with sacrifices. The respondents regarded volunteering as something you should not be sacrificing anything for, after all, volunteering is *voluntary* in nature.

> "No. Volunteering is a social thing. I like social situations so for me this is only fun." Respondent 1

> "Your own spare time. But if you need to sacrifice something, which is a pretty negative thing, then maybe you should not do that, if you lose something you consider better." Respondent 7

> "I wanted to make time for this. I do not experience that I need to sacrifice anything." Respondent 10

Nevertheless, some respondents who did not immediately come up with an answer regarding barriers and sacrifices, discussed "lack of time" as a potential barrier and "time" as a potential sacrifice, without feeling that it considered them personally. Thus, some answers were more general assumptions – if something would be a barrier or

sacrifice, then it would be time. These assumptions and speculations are not included in table 8.

> In the upper secondary school, one might just not have the time. If you got a lot of subjects and no time at all… Not everyone wants to necessarily stay late at school for an extra hour or two, for a long day. I got quite easy subjects now, so the course only increases the workload slightly." Respondent 1

> "If one has very little time it could maybe have stopped one from participating. There were a few classes to attend after all." Respondent 4

> "Maybe a bit of spare time… But then again, it should be fun so it kind of becomes your spare time." Respondent 9

Respondent 6 kept her answer very short, perceiving there were no barriers affecting her and without speculating over potential barriers.

> "I do not think there is anything. I got no lack of time. The course is a good thing." Respondent 6

Since, question 3 contained several sub-questions as well, Respondent 6 got slightly defensive in her answer, implying that she has other content in her life as well but manages her time well.

> "Nothing. I mean, I got hobbies also but somehow, I just find the time. If you really want, you can." Respondent 6

"Minority" was mentioned as a barrier by three respondents. The three respondents discussing the restrictions followed from being underage all had one thing in common, a clear idea of what they wanted to volunteer with. Unfortunately, in the case of Respondent 3 and Respondent 9, who wanted to work with animals, there was no way around being a minor due to safety reasons. Respondent 1, however, managed to tackle the age problem with the help of Citizen Forum.

> "Being a minor. All the interesting jobs with animals require you to be an adult. Otherwise you end up sweeping floors." Respondent 9

> "I have previously thought about the refugee-things, but they have an age limit of 18, in many centres they want you to be 18. But now with this course I get to go as a minor." Respondent 1

"Long journeys" was also bought up as barrier by some respondents. Respondent 1 mentioned that if she could not have volunteered during the weekdays, distance would have been a problem as she lives far away from the school and the location for her volunteering task. Respondent 2 said that "long journeys" was a barrier for her to participate, she could not risk sacrificing time for commuting. Respondent 5 referred to the fact that when busy, one does not want to put time on travelling. As an implication of this barrier, Respondent 5, brought up "money" as an additional barrier, since, the

cost of transportation increases with travelled time. Respondent 4, on the other hand, speculated over the fact that even if you live far away, there is always a way to volunteer.

> "If you got a very tight schedule at school, a tough semester and a lot of school stuff. And then the journeys. I guess that if I would be volunteering now through the Jeesaan course I would sacrifice money for commuting and time." Respondent 5

> "It depends on the task. Usually there is nothing that prevents you from knitting a wool sock at home and donating it somewhere. If one lives far away that could have been a barrier." Respondent 4

The Respondents who had decided not to enrol in the Jeesaan course gave various reasons for refraining. Respondent 2 explained that her hobby takes up so much time that she had no free evenings to spare for the course. Also, Respondent 8 explained that she is not able to sacrifice her spare time for volunteering as she has many other courses and a hobby that takes a lot of time as she also does some coaching. Respondent 5 indicated lack of time due to other courses that need to be completed, to be a reason for not enrolling in the course. She further explained that she lives far away from the school and is not aware of any interesting volunteering opportunities in her hometown. She came of as smart and energetic during the interview.

> "I am quite busy. I got other courses that I need to get done so I felt I would not really have the time and it would get tough if I would have to go to Vantaa or Helsinki for the sake of it." Respondent 5

It was especially interesting to hear the thoughts on barriers by the respondents who were not participating in the Jeesaan course. Obviously, they perceived the barriers large enough to keep them from participating. In addition, to the unifying barrier of "lack of time" R mentioned "lack of information" as a barrier. Respondent 7 was the only one who strongly felt that the info session had not been clear enough to spark her interest towards volunteering:

> "I do not know what is considered volunteering. I have always thought about it as box collecting and I think it is not my thing. If the information provided would increase I could consider joining. [...] The course as a whole was unclear, like what it would have been, and then I was not that interested that I would have had the energy to find out more about it, so I kinda just left it there. [...] That info-session was messy and I did not get a clear picture of what it would have been, it was too circumspect. I was left missing a more concrete package." Respondent 7

During the Volunteer Fair the 2nd of December 2017 in Helsinki, only a handful of young people were present. It did not take long to notice a clear majority of the attendees were women, mainly aged 30 and above. In other words, there was not much variation in the demographics of the attendees of the fair, despite the fair being in the centre of Helsinki. There were several volunteering opportunities on offer at the fair, corresponding to young people's abilities as well. The scouts of Finland had a stand where a young boy was

representing his organisation, but during my time at the event no other young people approached him (see photo 2). Obviously, a barrier exists to explain the absence of young people at the fair. Assumingly, young people are not informed about the event.

Photos 1 and 2 from the Volunteer Fair

4.1.4 Place and Timing

When discussing the location, it was natural to discuss the *timing* of the Jeesaan course and for volunteering as well. For example, Respondent 5 felt that a busy first period at school, combined with the fact that she lived far away from school, kept her from signing up for the course. Lack of time and long journeys were mentioned as barriers for participating on the course and for volunteering in general. This chapter will now dive deeper into the respondents' thoughts on the location of the Jeesaan course and the voluntary task and bringing up timing as a new factor of study.

All respondents were content with the location of the Jeesaan course as the lectures were organised at their school. Equally, the respondents who were not participating at the Jeesaan course admitted that it would have been easy to stay at school for the course lectures after the normal classes. The answers by Respondent 1, 4 and 6, nicely summarize the overall opinion concerning the location of the course.

> "If the course would have been organised elsewhere, I would not have participated and I would not be volunteering now." Respondent 1

> "The location is good. Convenient. That is why I am taking part in the course." Respondent 4

> "It is very good that you do not need to travel far for it and that you can just straight after school go to the second floor in the same building." Respondent 6

Naturally, considering the location of the volunteering task the answers were more divided as the students were participating in different tasks at different locations.

Respondent 1, who lives further away from the school and Tikkurila, emphasised that during the weekdays it is easy to stay in Tikkurila to engage in volunteering but weekends would be difficult. For similar reasons, Respondent 2 explained that if she would have participated she would have preferred a volunteering task close to school.

> "It is good that it is here in Vantaa close to school and especially during the weekdays. On weekends it would be a bit tough because I live quite far away." Respondent 1

> "If it would have been far away I would not want to sacrifice time to get there. It is better if it is here close to our school." Respondent 2

Respondent 3 said that it did not matter where the volunteering task is located as long as it is close to school or home. Respondent 4, who is still looking for her final volunteering location, shared this opinion. Respondent 9, who is volunteering at her stable, regarded the location convenient as she regularly visits the stable. Lastly, Respondent 10 explained that the location for her volunteering task was convenient because she could walk there after school.

> "I try to find a place as close to school or home as possible. It is easier if it is close and it increases my motivation to go." Respondent 3

> "I am looking for something close. For example, we got a few elderly homes close to my home so I could go there. You look for possibilities in the nearby area." Respondent 4

> "I can walk to the stable and I go there anyway. It is important that it is nearby but if one would do something very interesting then one could travel far. But I do not think I would travel far after school anymore to sweep floors for instance." Respondent 9

Respondent 6, who is volunteering together with Respondent 1, was indifferent of the location of the volunteering task. One could clearly notice that both Respondent 1 and Respondent 6 were excited about their volunteering task which comprised the engagement with refugees. When asked how the location affects her volunteering Respondent 6 explained:

> "It does not affect me in any way. Even if it would be in the centre of Helsinki I would have participated. A small journey does no harm when you can easily commute with public transport." Respondent 6

Volunteering is also discussed in the media. Graph 1 shows that the number one media source in Finland discussing young people and volunteering, in broad terms, is Yle.fi. Yle.fi is followed by, ePressi.com, Aamulehti.fi and Iltalehti.fi, of which the latest is generally known to be popular among young people.

Media Top Sources
Sep 1, 2017 - Dec 3, 2017

Results

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Yle.fi
21.29%

ePressi.com
16.83%

Aamulehti.fi
10.40%

Iltalehti.fi
9.90%

Aamuset Kaupunkimedia
7.43%

Helsingin Sanomat - Lehdet
7.43%

Etelä-Suomen Sanomat
6.93%

Satakunnan Kansa
6.93%

MTV.fi
6.44%

Helsingin Sanomat
6.44%
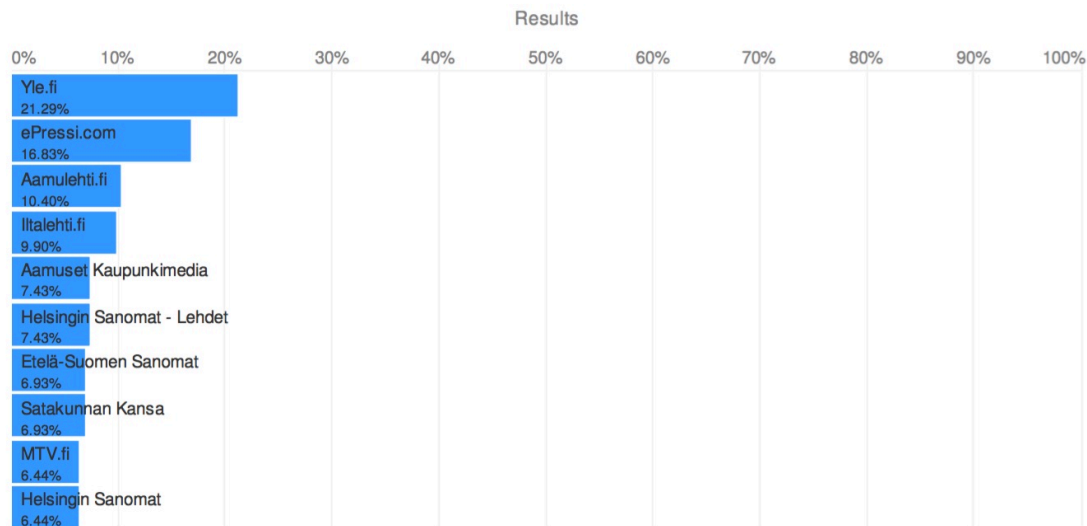
Graph 1 "Young & Volunteering Media Top sources"

Graph 2 display that only three social media sources discuss young people and volunteering: Facebook, Twitter and various blogs. Facebook represents 40.15 % of the hits, Twitter 33.43 % and blogs the remaining 26.42 %. Obviously, posts written on private accounts or in private groups are not included in the data. Furthermore, demographics of the people behind the posts cannot be tracked but given the algorithm of the search words I could quickly notice it was often posts written by adults aimed at encouraging young people to volunteer.

Social Media Top Sources
Sep 1, 2017 - Dec 3, 2017

Results

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Facebook
40.15%

Twitter
33.43%

Blogs
26.42%
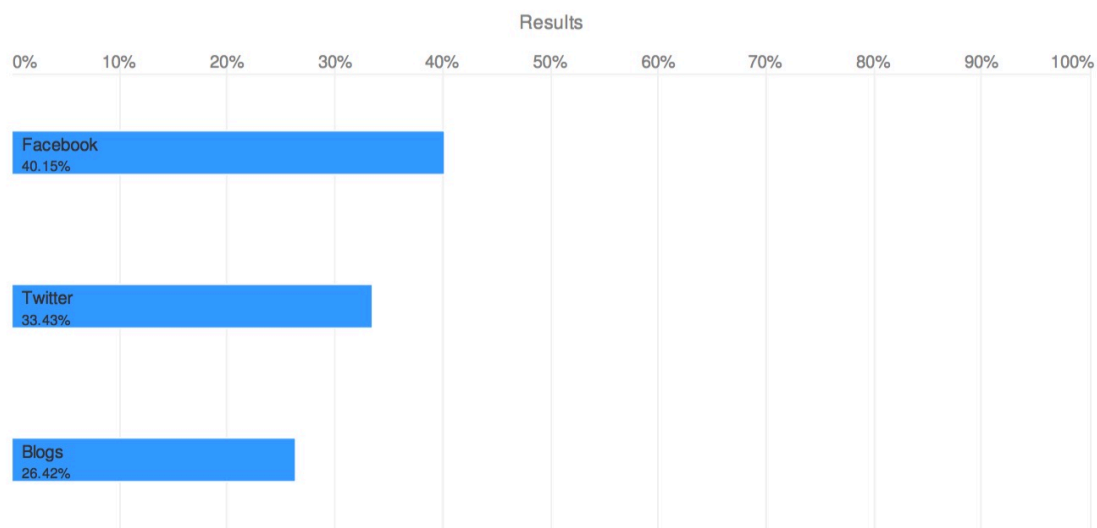
Graph 2 "Young & Volunteering Social Media Top Sources"

As the searches were conducted in Finnish, it is out of importance to note that results in the second national language of Finland, Swedish, were not included. For example, on the day of the data collection, the 3rd of December, there was a long article about The Volunteer of the Year in HBL, the Swedish newspaper of Finland, where Citizen Forum was mentioned as well. As the article utilised the Swedish name of Citizen Forum, Medborgararenan, it was not found by the media tracking service. In other words, only Finnish sources were covered in the searches. Graphs 1 and 2 are derived from the Meltwater platform, see method (3.4.4).

4.1.4.1   Timing

The respondents had slightly different preferences regarding course timing and volunteering timing. To illustrate, Respondent 2 explained that volunteering during the summer months could be more enjoyable, as she has more energy then than during the school year. She could consider completing the Jeesaan course during spring semester rather than the autumn semester.

> "During summer I would have more time and it is easier to dedicate oneself to something during summer. Also during spring I always invest more time and effort in my studies, I got more energy than during the autumn semester. The 'autumn depression' always discourages me." Respondent 2

Respondent 5 brought up the fact that during the summer months she would have been happy to travel further for the volunteering task as she has more time when not studying.

> "It depends a lot on school. Especially during the exam weeks it would get tough. During summer I could travel further." Respondent 5

Respondent 7 and Respondent 9 mentioned that volunteering during summer would be more fun, since, the weather is nicer. Respondent 8 and Respondent 10 saw volunteering as a convenient option to a summer job. However, Respondent 6 mentioned that during summer, volunteering could be difficult.

> "I would rather stand outside on the yard during summer. Like for example, for box collecting. It is more fun than during the rainy autumn or cold winter. Also there is all kinds of fun festivals during summer." Respondent 7

> "I would rather volunteer during summer, outdoors. During summer it is more fun to be outside when it is warmer." Respondent 9

> "If you do not get a summer job, then volunteering would be very good." Respondent 8

> "Well, if I would not get a job for summer, then I could definitely do something. I already thought about asking the place where I am volunteering right now in case I do not find a summer job anywhere." Respondent 10

> "After all, summer is for travelling and other things. I always have a lot of plans so finding time for volunteering could be difficult." Respondent 6

Interestingly, Respondent 7 and Respondent 8 both mentioned volunteering abroad when asked how the location affects their volunteering. Neither of them is participating in the Jeesaan course, but they seemed open towards volunteering. Respondent 8 dreams about travelling to a developing country to help people in need. Respondent 7 argued that it is important that the volunteering task is close to school unless there is an opportunity to go abroad.

> "It is important that the place is close so you do not need to make an effort for it. But if you go abroad then there are immediately more interesting things involved. I have been thinking about a gap year after high school and I guess I could do something smarter during it." Respondent 7

Respondent 3 brought up a completely different perspective when asked about the timing of the Jeesaan course and volunteering. She is new at Tikkurila Upper Secondary and partly signed up for the Jeesaan course to make new friends.

> "The fact that I am new here affected my decision to take part in this course. I thought that through this course I could meet new, likeminded people who share the same interests." Respondent 3

Finally, considering the timing of the Jeesaan course and of volunteering in general, the perceived busyness of the respondents was found to be the major effector. Some mentioned that their school period had been especially busy, while some claimed the opposite. Namely, that the course came at a perfect time and that they had relatively few other courses in their schedule. Respondent 3 found upper secondary tough in general and struggled with her time management. Table 9 illustrates the division of the respondents into three categories, "Not busy", "Busy and participating" and "Busy and not participating", justifying for the categorisation with an illustrating citation.

Category	Number of respondents	Citation
Not busy	4	"The timing has been very good as I have easy periods and I am leaving for Brazil for 8 months by the end of the school year" Respondent 1 "The timing has been very suitable. I do not think I would have had the courage to participate at a much younger age and during the last year of school I am sure there will be a lot of other things to do." Respondent 4 "They gave us a lot of time. The essays and other assignments only had to be returned before Christmas, so we had several months of time to work on them. I got no hurry at all that I should get them done. I cannot say about the volunteering itself yet." Respondent 6 "The timing is good. I have a relatively easy schedule now. It is better now on the second year instead of on the final year

		when you have to prepare for the matriculation examination." Respondent 10
Busy and participating	2	"This period in particular has been busy." Respondent 3 "Autumn semester has not been a good time for the course. This should take the whole year so that you would have the time to volunteer during summer and when you got time for real, like during holidays. It is a bit stupid that it is during the first and second period when I got so much already, my schedule is full. There is not enough time." Respondent 9
Busy and not participating	4	"I do not know about my training schedule, maybe I would have more time during spring." Respondent 2 "Last period was very tough but now I would have had more time after all. I think the course registration was during the first period." Respondent 5 "It would have been better during the first year. During the second year the stress increases since the matriculation examination gets closer. But it is good that it is in the beginning of the school year." Respondent 7 "During the holidays there would be more time for volunteering." Respondent 8

Table 9 The Students' Perceived Busyness

4.1.5 Promotion

From a social marketing perspective, the Jeesaan course is the social marketing campaign promoting the desired behaviour. Jeesaan should, thus, aim to create persuasive communication inspiring the students to volunteer.

None of the students had heard about Citizen Forum prior to the course, except for Respondent 6, who claimed to recognise the name but was not sure wherefrom. All the students had heard about the Jeesaan course on Wilma, a communication tool between the students and teachers. In other words, Citizen Forum had no reputation to rely on when reaching out to the students.

Evidently, the teachers and the school functioned as the medium to bring volunteering and Citizen Forum to the students' awareness. Was there really no other way of bringing volunteering opportunities to the students' knowledge? I asked if the students used social media regarding volunteering and all respondents indicated not to do so. The closest to a "yes" were the answers by Respondent 1, Respondent 2 and Respondent 10:

"No… Maybe I follow some Instagram accounts but I am not sure. I follow so many." Respondent 1

"No not really... I follow our church on Instagram and like their photos." Respondent 2

"I follow all sorts of things on Instagram... like the Red Cross... WWF... But I do not really like anything." Respondent 10

The students were invited to an information session at the school start to hear more about the Jeesaan course. Some had made up their minds of wanting to participate already before going to the information session. Even knowing what they wanted to do for volunteering. For example, Respondent 1 and Respondent 6 wanted to help refugees together and Respondent 3 and Respondent 9 wanted to help animals in need. On the contrary, others went there only to find out more.

"I knew immediately that I wanted to participate. I immediately thought about the refugee issue. I have a friend from Iraq and he has told me about his personal experiences which has triggered a desire to help others who have experienced similar things as my friend." Respondent 1

"My desire to help others took me to the information session. And volunteering in general interests me. I also want to gain new experiences." Respondent 2

Other factors that brought the students to the information session, in addition to the will to help, were: the will to meet new people, the possibility to gain work experience, to gain new experiences in general and to try something different. Respondent 4 was the only one who explained that she is participating because the course is so practical. Respondent 10 was the only one who mentioned the fact that gaining a course was something that sparked her interest.

"Since most of the course is doing voluntary work and there is not much theory, they only tell us what it is. It is just doing, practical. So I thought that I could try it." Respondent 4

"I did not think about volunteering in any special way before. I was mainly looking for work experience, a course of course, and just get some change." Respondent 10

Despite the several different reasons mentioned behind the curiosity for the course, one common denominator for going to the information session was identified: friends. The fact that friends showed an interest towards volunteering had a significant impact for the respondents. Respondent 5, 7 and 8 who came to the information session but did not sign up for the course, indicated they were present mainly because their friends were. Respondent 9, on the other hand, tried to get her friends to go with her and Respondent 10 went together with her friends but ended up being the only one to sign up for the course.

"I was a bit interested after reading the Wilma message and then all my friends went to the info session and got me more motivated to go myself. I have been interested in volunteering since I visited the European Commission (...) I thought I would find out more about volunteering at the info session." Respondent 5

"All my friends went to the info session so I went with them." Respondent 7

"I went with my friends." Respondent 8

"I talked about it to my friends and managed to get them to go to the info with me." Respondent 9

"Most of my friends came to the info session but they did not really have time for it after all. A few signed up. We thought together that this could be fun." Respondent 10

Volunteering in general is promoted through various mediums. Citizen Forum aims to be active in both media and social media to promote volunteering. Jeesaan has its own YouTube, Instagram, Twitter and Facebook channel, where Citizen Forum posts content about the course and volunteering in general (YouTube 2017; Instagram 2017; Twitter 2017; Facebook 2017). The Volunteer Fair functions as a promotional event. The representatives from different organisations at the event increased the visitors' motivation through introducing their activities with encouraging speeches. Even a short number with music and dance was performed.

Graph 3, representing the media exposure of Citizen Forum, does not display strong variance. The curve peeks once during 17th to 19th of October due to the fact that the global peer support day is celebrated on the 19th of October. What further contributed to the slight increase in media exposure was the discussion of the candidates for the title of The Volunteer of the Year in Finland. Most of the published articles in media did in fact concern the competition of the volunteer of the year. The fair was promoted by Citizen Forum in the media, but did not manage to increase the demographic variation of the attendees. Assumingly, the whole target group was not reached.
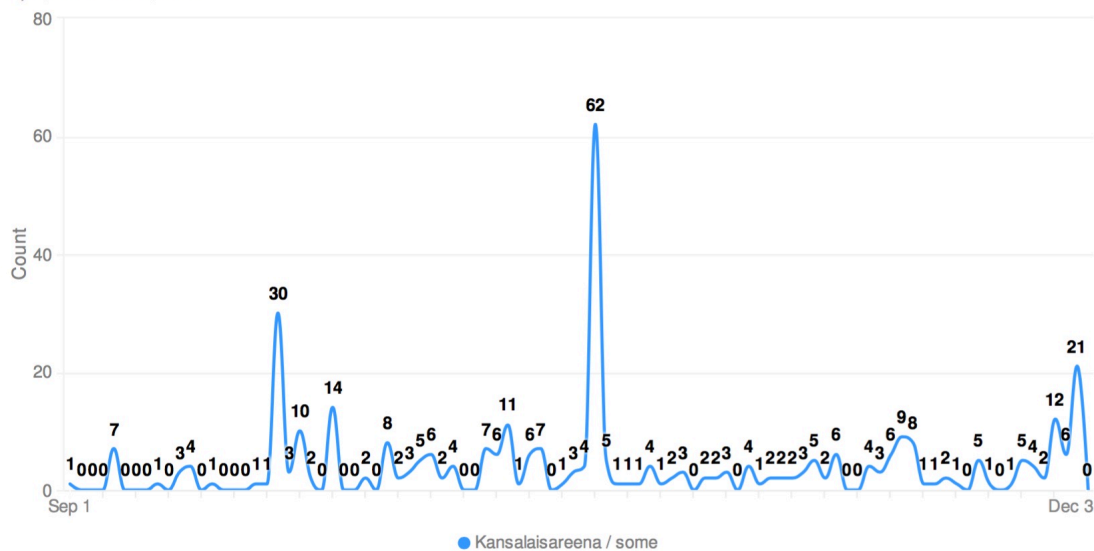
Media Exposure
Sep 1, 2017 - Dec 3, 2017
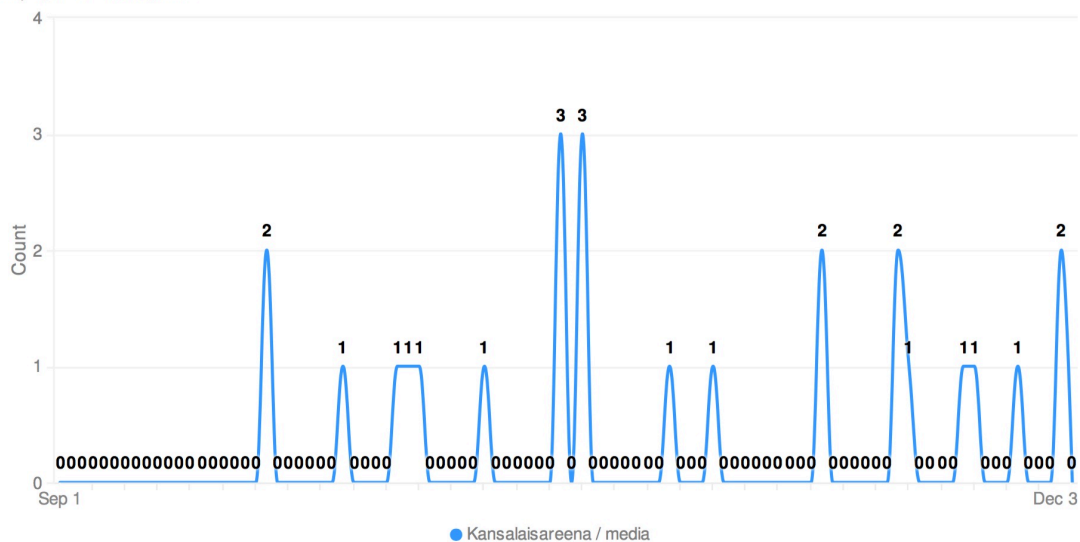
Graph 3 "Citizen Forum Media Exposure"

Graph 4, representing social media exposure of Citizen Forum, is slightly more volatile that Graph 3. It peeks heavily around the 19th of October during the global peer support day and the 20th of September during the announcement of Citizen Forum's new managing director. The final noticeable peek is from the 2nd of December when the Volunteer Fair was organised where The Volunteer of the Year was announced, naturally, increasing the media visibility of the event. Consequently, Citizen Forum's media and social media exposure is rather synchronized and peeks around bigger events and announcements.

Social Media Exposure
Sep 1, 2017 - Dec 3, 2017

Graph 4 "Citizen Forum Social Media Exposure"

The Jeesaan project is steadily contributing to the hits in social media along the line. But no posts from young students are identified. The Respondents who are participating in the Jeesaan course keep in touch with each other over WhatsApp, which, naturally, does not show in the statistics provided by Meltwater. Respondent 3 explained they all exchanged numbers at the beginning of the course and chatted over WhatsApp. Four respondents mentioned they might send a Snapchat of their volunteering experience and one of these respondents mentioned that she could share something on her Instagram story (functions in a similar way as Snapchat). Respondent 9, was the most willing to share her volunteering experience on social media, yet, a bit reluctant:

> "If I need to find information on something I might look for it on Instagram or Facebook. But I would not share anything myself unless it is a very fun or special thing. I mean, I could share something about the homeless dogs, like, these type of dogs would need this type of help. Snapchat and WhatsApp are in frequent use though." Respondent 9

Respondent 4 did not at first understand the question and when clarified she said:

> "I do not think I would share anything on social media. I do not share everything that I do."
> Respondent 4

4.2 The Students' Motivation, Ability and Opportunity to Volunteer

The MOA framework serves as a useful tool when exploring if an individual is prone, resistant or unable to act on the social marketing campaign (Rothschild 1999). Following is an exploration on the student's motivations, opportunities and abilities to volunteer.

4.2.1 Motivation

All the students were driven by the altruistic motive to volunteer, simply, wanting to help. In case any sort of reward for the volunteering was identified it was mainly seen as an additional benefit. Nevertheless, the respondents quickly identified several benefits they felt gaining by volunteering. These factors are summarized in Figure 6.

Sacrifice	Gain
• Time	• Good mood • Content to your life • Experiences • Social skills • New skills • Work experience/CV content • New contacts • Friends • A course • Fun • Balance to the life
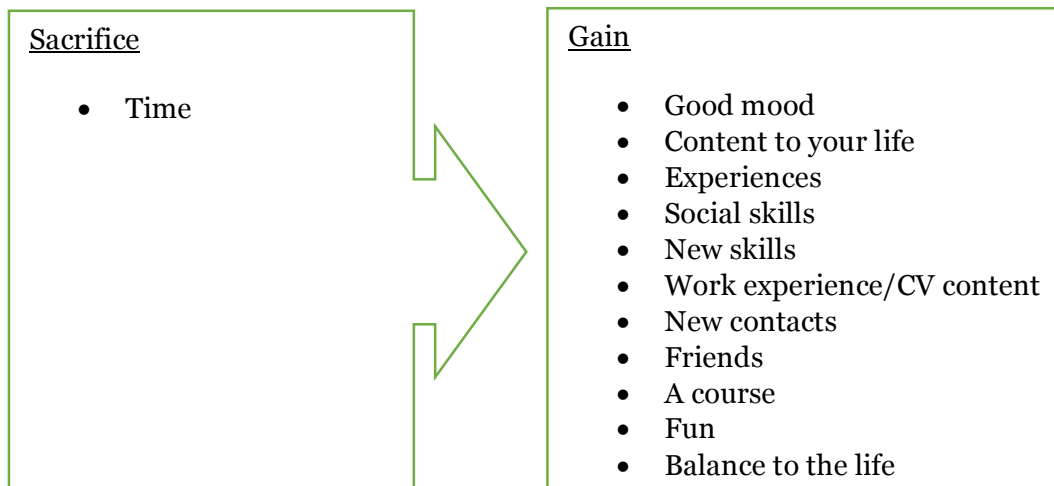
Figure 6   **The Pay-off of Volunteering**

Twelve different benefits were identified by the students as positive gains of volunteering. On the contrary, there was only sacrifice mentioned; time. Consequently, the pay-off by volunteering is very high.

Interestingly, Respondent 3 initiated a deeper discussion on the altruistic characteristics of volunteering. She reflected on whether the individual only drives her/his own interest. Respondent 3 argued this was not the case in volunteering, thereby, supporting the altruistic motive for volunteering. However, she concluded her opinion by saying:

> "But if you really break it down, you always get something out of it. Good mood, content to your life…" Respondent 3

With this statement, Respondent 3 wanted to emphasise that one should not forget one's own worth when dedicating time for others. Respondent 3 explained that she gets a good mood from volunteering, in addition to content to her life and learning new skills, despite mainly being driven by altruistic motives. Similarly, Respondent 2, 4 and 6 claimed to get a good mood from volunteering and cheering someone else up by helping them.

Respondent 10 thought that the volunteering task she is enrolled in is so much fun there is nothing else she could wish to gain from it. Respondent 2 and Respondent 10 mentioned that they enjoyed the fact that volunteering kept them active and gave them fun content to their spare time while helping others and making a difference. Respondent 2 referred to this as bringing "balance" to her life.

Respondent 1 enjoyed the fact that she always gets a new person to her life when volunteering. Also, Respondent 2 thought the new friends definitively was a gain from volunteering, in addition, to social skills, new experiences and more content to her life. Respondent 3 discussed the same gains as Respondent 2, also, mentioning that it is more fun if there were other volunteers of the same age.

> "I like it that I get social contacts, I have always gotten a one more person to my life when volunteering." Respondent 1

Respondent 5, 7 and 10 discussed the work experience volunteering provides as a positive gain. Respondent 3, on the other hand, emphasised the fact that she learns new skills. However, Respondent 7 thought that gaining work experience should not be the only driver behind the volunteering. Passion was important according to her. Similarly, Respondent 1 mentioned that volunteering looks good on the CV but she thought one should not think that way.

> "Improved CV and work experience. But I would not do anything just to get a mark on some kind of piece of paper. There has to be something else, passion towards the thing and the values got to be in place." Respondent 7

The respondents who had a specific volunteering task in mind when signing up for the course mentioned that also when discussing motivations. Respondent 1 was very driven by the will to help the refugees in Finland on top of the fact that it is fun to gain new experiences, that had previously been one of the main drivers to volunteer for her. Respondent 3 and Respondent 9 were very much motivated by the will to help animals in need.

"It is fun. I like to do new things with new people, I think it is fun to get new experiences. I also realized that there is a real need to help the refugees. Previously I was more motivated by all the new experiences." Respondent 1

It is a completely different motivation behind the work, according to Respondent 5. Respondent 5 told that she would like to volunteer by helping animals. As she used to have a dog, she would very much like to spend time with animals through volunteering. She described it as relaxing to do something one honestly enjoys and is not doing only for the money.

A few students immediately thought that question 6b "Do you aim to achieve any possible reward by volunteering?" inquired if they were expecting a monetary reward. Thus, Respondent 2 and Respondent 9 mentioned no money was expected. Respondent 5 was the only one to mention that money could be a nice benefit.

"Volunteering is voluntary, so I do aim for any monetary reward." Respondent 2

"I do not know, not necessarily. Of course money would be a fun thing, but it is not the main thing." Respondent 5

Respondent 5 explained that she would be motivated to volunteer if the task was fun and in a good location. Respondent 7 and Respondent 8, thought they would be motivated to volunteer if they had a specific thing they wanted to help. Moreover, Respondent 7 explained that then you can have an influence and promote your values. Respondent 6 had a similar opinion, she enjoyed the fact that volunteering is so versatile.

"That you can decide yourself what you do, out of several volunteering places. You could choose according to your interest. You had options." Respondent 6

Finally, despite several respondents mentioning that their interest towards the Jeesaan course was fuelled when talking with friends, Respondent 2 was the only one who mentioned that she has been inspired to volunteer by seeing elder friends do it.

"I got older friends who have been camp counsellors and then I also wanted to gain that experience. I guess they have been some sort of role models to me." Respondent 2

Considering the division of motivations to intrinsic and extrinsic motivation, the results show that the intrinsic motivation is clearly dominating. Obviously, identifying motivations as intrinsic or extrinsic is very individual. However, in broad terms, the only extrinsic motivations mentioned by the respondents were the possibility to gain a course and gaining work experience to add to the CV.

4.2.2 Opportunity

Opportunity refers to "The environmental or contextual mechanisms that enable action" (Siemsen Roth and Balasubramanian 2008). For this research the student's past, present and future opportunities to volunteer were studied. To identify these, two simple questions were presented, one question about previous volunteering opportunities and one question about how the Jeesaan course had increased their opportunity to volunteer.

Respondent 7 was the only one who claimed she had never encountered an opportunity to volunteer before. The other respondents, who all had some sort of volunteering opportunity behind them, referred to their previous experiences. Respondent 4 and Respondent 6 even claimed that there had never been an opportunity to volunteer that they would not have taken.

Three of the respondents had volunteered on their own initiative while the rest had done so through some sort of institution or organisation, such as the school, the church or a sports club. Similarly, in this case, the volunteering opportunity is provided by the student's school, as well as, the organisation Citizen Forum. It is worth mentioning that the respondents who had volunteered on their own initiative always did so together with their friends, for example, by volunteering at a festival together.

Interestingly, two respondents referred to the Jeesaan course as the "first real thing" when discussing their volunteering experiences. Respondent 10 said that she only encountered a few and smaller opportunities in the past. Respondent 5 could not think of any significant previous opportunities but said that there must have been some. Respondent 9 explained that there had never been "courses like this" on offer, telling that she had been interested in volunteering for long but had not known how to go about it.

> "There has not been an opportunity I would not have taken, this was the first proper thing." Respondent 6

All the respondents thought that the Jeesaan course had increased, or would significantly increase, their opportunity to volunteer. Respondent 1 explained that they got to plan their volunteering project from the beginning to the end with the support of Citizen Forum. Furthermore, Respondent 3 and Respondent 4 thought that the information provided on volunteering and volunteering opportunities had given them inspiration and ideas on how to volunteer, thus, increasing their own opportunity to volunteer.

> "I guess like when you get more information on where you can do it, gotten ideas for it, then you know where to ask and so forth." Respondent 3

> "They gave us a lot of tips on where you can go and they helped us find a place. There were some people presenting what you can go and do." Respondent 4

Respondent 9 thought that the help received to find a place to volunteer had the biggest impact on increasing her opportunity to volunteer. Also, Respondent 10 thought that having heard about different volunteering options and what volunteering there would be like, made it easier to choose a place for oneself. At the Volunteer Fair, the attendees could familiarize with different volunteering opportunities, but the barrier to engage to an activity through the fair is seemingly too high.

> "It is so much easier when someone gives you the place like, here it is, do you want to come. It is difficult to figure out yourself how and where you could volunteer." Respondent 9

Three of the four respondents who were not volunteering thought that they would probably have gotten some contacts to find an enjoyable job during the course. Respondent 6 and Respondent 10, proved with their answers that this would have been the case, as they mentioned getting contacts as one of the main things that has increased their opportunity to volunteer.

> "You would have probably gotten into the circle where you would have been encouraged to volunteer and so. So that would probably make it easier." Respondent 7

> "I feel like I made good contacts out of the Jeesaan guys. Now I can approach them easier and you always get help from after all." Respondent 6

Finally, Respondent 10 was the only one to mention that her opportunity to volunteer had increased through the Jeesaan course by opening her eyes to volunteering.

> "You realize that there is volunteering everywhere." Respondent 10

Table 10 summarises the key factors that the students perceived as most significant when considering their opportunity to volunteer.

Factors Increasing the Student's Opportunity to Volunteer
• Contacts
• Help finding a place
• Information
• Ideas

Table 10   Opportunity

4.2.3 Ability

The respondents had several different abilities in mind when asked what skills or proficiencies were needed for volunteering. Most of the respondents considered themselves fulfilling the self-set criteria for a volunteer and were not as quick identifying abilities they felt lacking. Table 11, also summarises the abilities the respondents feel are needed for volunteering and the abilities they feel that they lack or need to work on. The abilities are picked straight from the interview answers and clarified with frequencies.

The most frequently mentioned ability was social skills, mentioned by as many as nine respondents.

> "You have to know how to be with different people and get along with different people, you have to get along with everyone, even though you would not like someone. It does not matter if you are shy but if you do not like to talk to strangers, that might be difficult. So social skills and adaptability to different people and situations gets you far." Respondent 1

> "There can be all sorts of people so you need social skills to talk to all sorts of people. But I do think it is good that there are some more quiet people too so that they can be with other shy people. So you need different types of people. Interaction skills." Respondent 2

However, some abilities were mentioned only once. For example, being humble, possessing cooperation abilities and the skill to step outside one's comfort-zone, were mentioned only once. Empathy was also only mentioned once, by Respondent 9, who also pointed out that the needed abilities depend on the task you are involved with.

> "You have to remember your own worth, but still be humble." Respondent 3

> "You need cooperation abilities, so that you can do things with other people." Respondent 4

> "You got to be helpful in nature, positive and ready to do new things. And able to step outside your comfort-zone." Respondent 6

> "Empathy, that you can put yourself in the other person's position. Then it depends on the job." Respondent 9

The respondents typically felt like they were not lacking any abilities or could not think of any and only quickly mentioned that they would need to be able to show more self-initiative. For example, Respondent 4, who seemed a bit distant explained she would need to show more self-initiative to quickly find a volunteer task. Respondent 2 was very confident when stating that she possesses social skills, which was identified by her as the sole required ability for volunteering. This was easy to believe as she was a happy and talkative respondent who, after all volunteered for this interview. Her answers were short but sharp.

However, three respondents were more self-critical, reflecting longer on possible abilities that they lack. But both Respondent 2 and Respondent 7 explained that they lack self-initiative, to start anything new of their own but while doing a task they can show self-initiative. Respondent 3, on the other hand, was a bit more insecure but with some careful probing she talked a lot. In the end, we had a very long and honest conversation but it was no surprise when she claimed to be shy and thought she needed to be braver. Also, Respondent 6 and Respondent 7 mentioned braveness as an ability that needed improving.

> "I believe I am quite social and able to be with different people. I am open-minded. But I do not show much self-initiative, I need a clear plan, guidance, do this, then that and that. I can do it properly and show dedication but after that I cannot start anything new of my own." Respondent 2

> "My biggest deficiency is my shyness and not being self-initiative. I am not that brisk and I postpone things. I am bit lazy and find excuses, that now I am busy, now I do not have the time(…) I am not that 'sprakling', I am quite calm by my personality so I think this takes a bit more social skills. Especially when working with young people, you need a lot to get them excited. I do not know I have that much charisma." Respondent 3

> "Maybe a sort of braveness is needed. Depends on what kind of people you are with and if you know them. I guess you meet a lot of new people in the beginning of volunteering so then you have to be able to be brave." Respondent 7

Respondent 6 thought that she partly possesses the needed abilities but that they can always be improved, especially through the voluntary work itself. Alike, Respondent 3, she also considered herself a bit shy and found it difficult to approach people. In other words, Respondent 3 and Respondent 6 both admitted lacking a sort of braveness for volunteering. Consequently, Respondent 3 and Respondent 6 were the only ones to clearly say that Jeesaan has increased their ability to volunteer by preparing them through teaching what volunteering is, what it requires, preparing them for different situations gaining to know what can be expected and providing some general knowledge and guidance. Additionally, Respondent 10, identified an improvement in her social skills through the volunteering task. Furthermore, she claimed that the Jeesaan course has opened her eyes to volunteering, helped her find a job and given her the first step needed for volunteering. The rest of the respondents answered something similar to Respondent 4, claiming they got some support. Respondent 9 was the only one to say that the Jeesaan course had not developed her abilities in any way.

> "I do perceive I got these abilities, I have gained these character traits through my hobbies. I struggled with being social at first, but that is developing here." Respondent 10

> "Well yeah… We have discussed how to behave when volunteering. Received some support." Respondent 4

Finally, Respondent 5 and Respondent 7, who were not participating in the course, reflected on things they wished the course would give them if they would participate.

> "I do not know if it is an ability... but finding work. And then familiarizing me to what voluntary work is, to give some confidence." Respondent 5

> "If you do some sort of voluntary work you gain some experience about it and then you can go again." Respondent 7

Abilities a volunteer needs according to the respondents (n)	Abilities the respondents feel they lack or need to work on (n)
• Social skills (9) • Self-initiative (7) • Adaptability to different people (4) • Open mindedness (3) • Braveness (3) • Genuine will to help (3) • Ability to leave one's comfort-zone • Positive attitude towards working (2) • Positivity (2) • Interaction skills (1) • Cooperation abilities (1) • Adaptability to different situations (1) • Right attitude (1) • Interest towards the task (1) • Humility (1) • Readiness to do new things (1) • Confidence (1) • Warm and humane personality (1) • Empathy (1) • Modesty (1)	• Self-initiative (7) • Braveness (3) • Confidence (1) • Charisma (1)

Table 11   Abilities

Obviously, there are several different ways to volunteer, as could be seen by the vast amount of different NGO:s present at the Volunteer Fair. At the fair presented several different volunteering tasks, corresponding to everyone's abilities. However, some volunteering tasks required a specific education or language skills. Notably, the students were only reflecting on volunteering tasks they could be doing when discussing the abilities.

4.3   Volunteering

Many of the Jeesaan participants, had clearly found a new enthusiasm towards volunteering through the course. It is worth mentioning that the question on how the students experience (1a) and what they think about volunteering (1b), melted together. Some did not understand the difference between the questions at all and repeated their answer, however, adding one or two new details.

All the respondents had a positive impression about volunteering. Respondent 1 clarified that it is good that there are people with good will doing things for others. Both Respondent 2 and Respondent 10, thought volunteering is a positive thing and claimed to appreciate people doing it every day as work. Respondent 10, clarified that usually people only think about money. Respondent 2 said that she was sad that she could not make the course as she could have given something at least. Also, Respondent 5, who did not make the course, said that she would like to try volunteering as she experiences it as a good thing where you work for good causes.

> "I experience it as a good thing that people do it, in all ways, I cannot see anything bad in it either. It is very appreciative as so few do it things voluntarly, dedicating their time. Usually money is on the mind." Respondent 10

Also, the ones who were not taking part of the project had a positive attitude towards volunteering, some admitting they did not know much about the subject. Respondent 7 experienced volunteering as a good thing but said that she had a neutral opinion about it as she has never volunteered herself. She did, however, mention it is good that someone gets help by people dedicating their own spare time to volunteering without a monetary reward.

> "Quite a neutral opinion. I do not have much experience so I do not know how to build or form my own opinion." Respondent 6

Respondent 3 experiences volunteering as helping other people voluntarily, without monetary benefits and that it is amazing how you can make a big impact to someone else's life with a little effort. Similarly, Respondent 6 thinks volunteering is good as you can "actually" help people through it and make an impact to something through the contact of other people.

> "Umm what I think...Well, when you get to help others and be in touch with people, then I feel like I could make some kind of difference." Respondent 6

Both Respondent 4 and Respondent 9 mentioned that more volunteering is needed, that there could not be enough of it. Respondent 4 thinks volunteering is important and knew that several things are done with voluntary forces. I noticed that both Respondent 4 and Respondent 9 were relying on facts given during the lectures of the course and they were trying to give me the right answer. How fun volunteering is, on the other hand, depends on what you do, according to Respondent 4.

> "It is very important, surprisingly many things are done with voluntary work. It is good. It could be done more of course. There is not too much of it." Respondent 4

> "Umm... what do you mean? It is a good thing. There would be need for more of it. Humans need help and especially abroad the need of help is big. I have not familiarized myself with it but there is the Red Cross and so." Respondent 9

Respondent 1 mentioned that she experiences volunteering as interesting since you can do whatever you prefer and enjoy and that without getting anything out of it, it still feels rewarding. Respondent 8, who was quite shy, experiences volunteering only as a good thing.

Respondent 10 said that she sees volunteering in a completely different way now that she has volunteered herself. She explained that previously she thought that volunteering was picking up trash, thus, not having any interest towards the subject. Now that she is a volunteer herself she thinks much more highly about volunteering, realizing how versatile it is.

When asking if the respondents had any final thoughts on volunteering they mainly summarized their thoughts claiming that volunteering is a "good thing". Respondent 9 said that volunteering is very highly appreciated work, as people sacrifice their time for it.

The Jeesaan course participants had solely engaged in voluntary work as the form of volunteering. None had chosen to participate in peer support. Also, the respondents who are not taking part of the Jeesaan course, did have some idea of what sort of volunteering

they would like, this always being voluntary work. For example, Respondent 2 would have been very eager to help organising events. Respondent 7 could imagine doing something good for the nature and Respondent 8 would want to help other people.

4.3.1 Voluntary Work

Most students relied on Citizen Forum's expertise when choosing their volunteering task for the course. Only one respondent chose to volunteer through her hobby. All the students have a clear idea of what type of voluntary work they prefer and Citizen Forum offers guidance and support to ensure these wishes are fulfilled.

Respondent 1 and Respondent 6 had already for a while been eager to help refugees settle in Finland and, more specifically, familiarize them with Tikkurila, their new hometown. The girls were previously unaware of a way to act upon this wish, but with the help of Citizen Forum they have now come in touch with a group of refugees from Iraq that they will spend time with. Together, the girls will teach the refugees about Finnish culture while simultaneously learning about theirs' through cooking and other activities.

Also, Respondent 3, 4 and 10 have found meaningful volunteering tasks with the help of Citizen Forum. Respondent 3 got involved with the Red Cross's youth work. She spends time at a community centre where she comes up with ideas for activities for various young people. Every week they have a theme, for example, bullying and its resistance. However, she considers doing something different as she was not sure she enjoyed her task too much. She felt too young to guide teenagers only a few years younger than her when the rest of the workers were adults. Respondent 3 explains:

> "It would be better if it was from elder to younger. As I am young, I am on the same level as them and not the leader. It becomes difficult for me to be encouraging." Respondent 3

Respondent 4 indicated she would like to volunteer by helping elderly people. She got the contact details from an elderly home she visited and just needs to make a few phone calls now to start her volunteering experience. Respondent 10 is volunteering at Heureka, a centre for science and technology. She spends her time in a workshop for ideas, presenting ideas and inspiring visitors to build different things, such as, soapbox cars.

> "I function as an inspirer, a person close to the customer, who you can chat to and who can give advice. Then I have also done some cleaning and other smaller tasks. There are a lot of volunteers at Heureka but mainly retirees." Respondent 10

Respondent 9 chose her volunteering task more independently, yet, in the safety of her hobby, as she will be helping out at the stable where she rides. Animals are a dear matter to both Respondent 9 and Respondent 3, therefore, they wished to get enrolled in a task where they could help animals in need. The girls searched for places together but, surprisingly, discovered that they were required to be 18-years-old to be able to work with animals. This restriction is made of safety reasons. Nevertheless, as the girls were soon turning 18, they planned to finalize their volunteering experience with Jeesaan by working with animals.

4.3.2 Peer Support

None of the respondents had a clear understanding about peer support. When asked about it, I had to clarify what it meant as the respondents pointed out that they had not discussed it in class. The students do, however, consider it a good thing and provided some various insights on the matter.

> "It is important, if you are struggling with something. It certainly helps if there is someone else in a similar situation and who identifies with you." Respondent 5

> "It is a very important thing. Because only they can know what they experience. For me it would be difficult to put myself in their situation. It is good that they get support from each other." Respondent 6

Respondent 1, immediately thought about her Iraqi friends who support each other in integrating in the Finnish society. She explained that there is an Instagram account that serves as a platform for meeting other Iraqis in Finland. I asked if Respondent 1 will tell the refugees that she will meet while volunteering about this account and she thought she could. She remembers how lonely many of her Iraqi friends first were when they came to Finland and would want to prevent this from happening to others.

> "Many of my friends have met each other through this account. I do not follow it myself as I am not from Iraq, but there are photos of my friends there that they show me so I follow it on the side trough them." Respondent 1

Respondent 2 had the closest experience to having taken part in peer support herself when being a tutor on grade 9. Respondent 2 did not immediately think of it as peer support, since the term was unfamiliar to her. She asked if it was some sort of "crisis help". When clarified, she told me about her tutoring experience. Respondent 2 explained that since she functioned as a support person to younger students, maybe, tutoring could be regarded as peer support. Furthermore, she said that she got a good feeling when succeeding in finding a friend to someone who seemed lonely.

"Like, when there were those new students and we would notice that some of them were lonely we went chatting with them and tried to get them involved with the group. And when you notice that they make a friend out of the person you encouraged them to talk to. That is a nice feeling. It is worth it." Respondent 2

4.3.3 Future volunteering intentions

All respondents who were enrolled in the Jeesaan course claimed to be willing to volunteer in the future. Respondent 1 had even thought about possible volunteering tasks for the future and researched the sites of different NGO:s. Respondent 3 explained that if music and animals are involved, she is up for it. Also, Respondent 10 is enjoying her volunteering experience so much she would wish to continue with it.

"(…) and when I turn 18 I can do all kinds of things I have read about at the Red Cross's homepage." Respondent 1

"If I get to spend time with animals or listen to music, then I really do not need to get paid for it." Respondent 3

"Yes I will definitely volunteer in the future. It has been so much fun at Heureka that I hope to continue there. In the future I might want to affect animal rights and human rights…" Respondent 10

Respondent 9 had already one volunteering experience behind her to better know what she could do for volunteering in the future. She hopes to volunteer by helping animals and people in need, but will not volunteer at a festival again. Respondent 6 was the only one of the Jeesaan course participants to give a more careful answer about future volunteering-intentions.

"I have to see how this goes. It would be nice to find something where you can help." Respondent 6

The respondents who were not yet volunteering were slightly more careful in claiming willingness to volunteer in the future. Yet, being open to the possibility. Respondent 5 and Respondent 8 thinks volunteering could be fun, while Respondent 2 felt an obligation to do something small at least. Respondent 7 seemed to have the highest barriers for engaging in volunteering.

"I hope to be able to when I got enough time, for something small. And when I am old enough and got enough money then I can do monthly donations, to at least do something small." Respondent 2

"I do not plan my future that much but I am not excluding the possibility. But I am not thinking that I have to do it at some point." Respondent 7

Half of the respondents mentioned that they would like to volunteer abroad in the future. Respondent 1, who is leaving for exchange to Brazil said that she would look there for volunteering opportunities to help locals. Respondent 2 thought that it is fun to dream

about the future and possibilities to volunteer abroad. Getting to go abroad for it is like a "bonus" according to her. Respondent 6 claimed an interest towards animals and internationality when considering future volunteering possibilities. Respondent 8 said that she had given volunteering abroad some thought already, but that it was not going to happen in the near future. Finally, Respondent 9 explained that she would like to go abroad to help animals in need as there are many animal-protection organisations, simply, more opportunities and more need for help. However, for now she prioritizes her studies over volunteering, as she dreams to get into a university.

5 DISCUSSION

So, how are young students encouraged to volunteer through social marketing? Similar to findings of previous research (Höglund and Snell 2017; Grönlund 2012; Shields 2009: Yeung 2002), the results of this study indicate a genuine interest towards volunteering driven by altruistic motives amongst young students in Finland. However, the findings show that the students struggle taking the initiative to volunteer. Citizen Forum's Jeesaan course is the step in the right direction as it offers students the needed guidance on the path of volunteering.

Having analysed data from the semi-structured interviews with young students, the observations at the Volunteer Fair and the secondary data collected through the media intelligence platform Meltwater, the findings of this study show that there is a clear need to restructure the theoretical framework of the study. This chapter will present the restructured theoretical framework, Figure 7, while clarifying for the theoretical contribution of this paper. Practical implications for the Jeesaan project and other similar marketing projects are also presented. The paper concludes with final conclusions, elaborating on limitations and suggestions for future research.
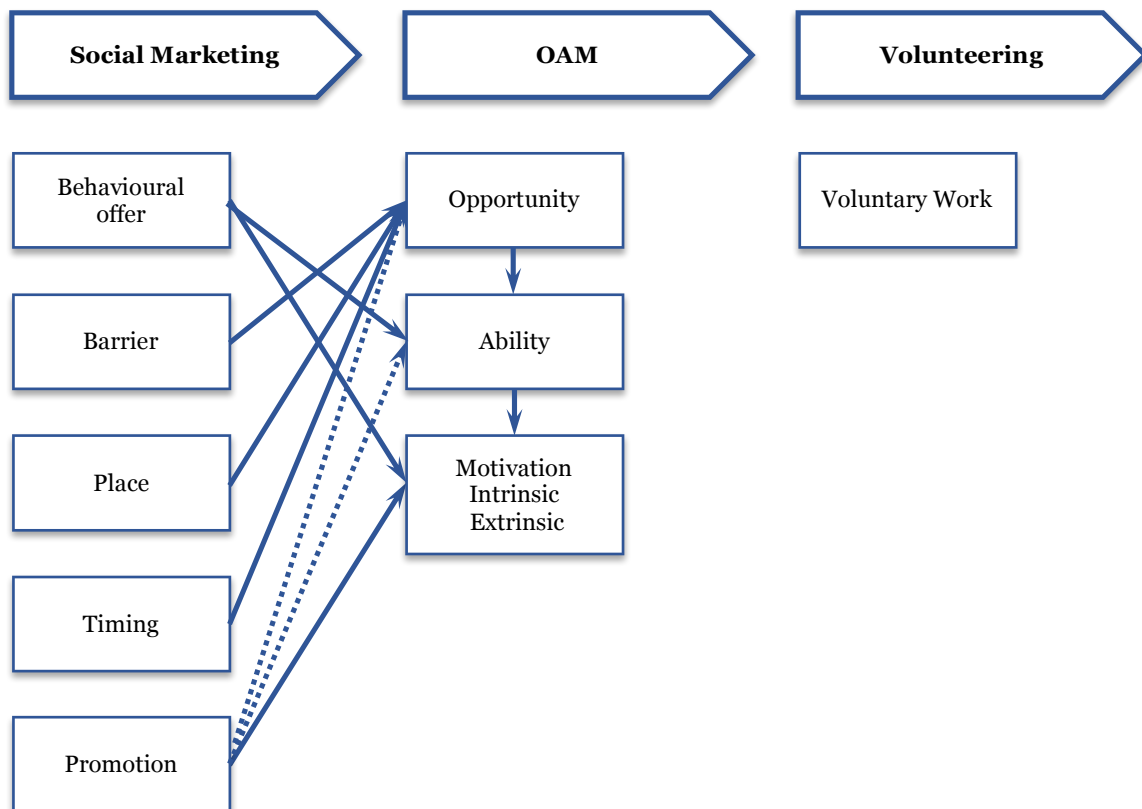

Figure 7   **The Structure of Social Marketing**

5.1 Theoretical Contribution

Similarly, to Andreasen (1994), my interest towards social marketing was sparked by a strive to find a positive path in marketing. Marketing is accused to have a negative influence on society and mistaken to consist of solely hard selling, but, through social marketing, marketing can contribute to the common good. Social marketing is an effective tool for achieving social change and marketing desired behaviour (Polsa 2016; Andreasen 2002; Rothschild 1999). However, previous literature has left the definition of the practice fragmented and the theoretical underpinnings unclear, challenging the guidance of social marketing campaigns (Binney, Hall and Oppenheim 2006; McDermott, Stead and Hastings 2005).

This paper contributes to social marketing literature by supporting the definition on social marketing provided by Polsa (2009). After an extensive theoretical discussion on social marketing the conclusion can be drawn that the core idea of social marketing is: *"The promotion of social change through modern marketing to alter individual behaviour on voluntary bases."* (Polsa 2009:86). The focus lies in offering individuals a free choice to adapt a new behaviour. Young students can be encouraged to volunteer through courses alike Jeesaan, but, in the end it is the student who makes the decision to adopt the behaviour.

Moreover, this paper contributes to existing literature by theorizing the concepts of volunteering, voluntary work and peer support. Despite vast discussions on the topics in previous research, no author has offered a specific definition on these concepts. Some confusion occurred when translating the concepts to Finnish and Swedish. Therefore, this paper suggests that volunteering is regarded the umbrella word for voluntary work and peer support. Voluntary work is defined as *a task performed by a person's own accord without an agreement of remuneration,* and peer support is defined as *any human interaction where individuals in a similar life situation discuss their own experiences.* The definitions are supported by the vast theoretical discussion in chapter 2.3.

The development of a theoretical framework that provides a structure for social marketing campaigns is an original contribution of this paper. To clarify for the original structure of the theoretical framework, the first main factor in the theoretical framework is social marketing, defined by the underlying 4Ps. The 4Ps are redefined within the social marketing context as: behavioural offer, barrier, place and promotion. The second

main factor is the MOA framework, representing motivation, opportunity and ability. Motivation is further divided into intrinsic and extrinsic motivation according to suggestions by (Deci and Ryan 2000). The final main factor is the context of the social marketing campaign, in this case, volunteering.

Despite the theoretical framework being applied to the context of volunteering in this study, the structure is transferable to other contexts by changing the final main component in the framework. Awareness on social issues is more needed than ever. The refugee crisis, global warming, depletion of fossil fuels and so forth, are just a few examples of issues plaguing our planet. To exemplify how these issues could be addressed through the theoretical framework, "volunteering" could be replaced with "a greener lifestyle". This paper has developed a structural model to apply on social marketing campaigns to ensure the effectiveness of social marketing. It makes a unique tool for positive disruption in our world.

The behavioural offer made to the target group is often intangible in the form of ideas or behaviour (Gordon 2011; Peattie, Peattie and Ponting 2009). In this case, the behavioural offer was wrapped in the form of the Jeesaan course and provided by Citizen Forum. The behaviour of volunteering was warmly welcomed by the students who had a genuine desire to volunteer, mainly out of altruistic reasons, but lacked the self-initiative to volunteer. The results show, that the main reason the young students engaged in volunteering, is that they were encouraged to do so by their school and by Citizen Forum. Therefore, a strong connection was identified between the behavioural offer and motivation. Especially, intrinsic motivation, as the altruistic motives were prominent.

Barrier that replaces price in social marketing as it also covers non-monetary barriers (Gordon 2011). Several barriers to volunteer were identified, lack of time being the most prominent. Hence, the importance of "timing" was soon identified. For example, some respondents mentioned that volunteering during the summer months would be easier, as they got more time to spare in summer. Students are in very different phases in their studies. Some students had a perfect gap in the schedule for the Jeesaan course, while others had a heavy workload but they decided to sacrifice the time and to jump on this opportunity. Consequently, timing is an important factor to take into consideration when planning a social marketing campaign and should be added to the marketing mix in the social marketing context. Similarly, to barrier and timing, place and timing go hand in hand to a certain extent. Long journeys were mentioned as a barrier for volunteering,

and that partly implies there is no time to spare for commuting. However, solely barrier or place is not illustrating the time factor enough and by adding timing as a fifth factor in the marketing mix, it becomes collectively exhaustive.

Considering the place of the volunteering, Citizen Forum provided extensive support for the students to find a convenient volunteering task which was highly appreciated amongst the students. The Jeesaan course lectures were held at the student's school, which also encouraged course participation by making everything as convenient and seamless as possible for the students. It was clear, that the students needed guidance in finding the right "action outlets" for the behaviour. Knowing where to find the behavioural offer is prerequisite for a successful social campaign (Kotler and Zaltman 1971). Almost no young people had found their way to the Volunteer Fair, obviously, indicating that more guidance and information about volunteering aimed at young people is needed.

Citizen Forum tries to reach the target group of young students through promotion and is very active in the social media. However, the data collected through the Meltwater media intelligence platform, supported by the data from the interviews, showed that today's young people are not active in social media or media considering volunteering. In other words, they are not creating new content or reading content about volunteering in either social media or media. The fact that the Jeesaan course has several social media pages does, thus, not facilitate in encouraging young students to volunteer. The place of the promotion is wrong. The students found their way to the course by hearing about it from their teachers and friends. As word-of-mouth seemed to be the most efficient tool for promoting the Jeesaan course, the target group itself plays an important role in developing and implementing the project. For example, all the respondents went to the information session for together with their friends. The respondents had managed to get their friends to join to them for the information session or had themselves been persuaded to join.

The second main factor in the theoretical framework is the MOA framework that has been proven to be applicable to social marketing projects (Binney, Hall and Oppenheim 2006; Andreasen 2002; Rothschild 1999). Siemsen, Roth and Balasubramanian (2008) pointed out that in some contexts a constrained ability or opportunity makes motivation indifferent. This is the case in this study. Considering young students' motivations, abilities and opportunities to volunteer, the study found that all the respondents, including the negative cases, were motivated to volunteer on some level. However,

despite being motivated to volunteer, it is not possible unless the student has an opportunity to volunteer, as well as, the required abilities, to even consider engaging in volunteering in the first place. The empirical findings indicated that the opportunity to volunteer came fist in the form of the Jeesaan course. The course itself provides further ability to volunteer through education. The students mentioned that the they hade developed new skills, making volunteering more fun which also increased their motivation to volunteer. The results implied that the factors in the MOA framework function as a sort of pipeline. The opportunity to volunteer must exist before abilities needed for volunteering can be evaluated. Only then it becomes a question of motivation to volunteer. Thus, I propose that the MOA framework, in this context, is redefined as the OAM framework. While previous literature refers to the MOA framework always in the named order (Andreasen 2002), assuming that motivation comes first, the results of this study propose contradiction and suggest the restructuring to OAM. The interrelationship of the OAM factors is illuminated with arrows in Figure 7.

The final main factor in the theoretical framework is volunteering that is the unique context for this paper. Volunteering was originally divided into voluntary work and peer support but no interest towards the peer support was shown amongst the students. Therefore, peer support is removed from the final version of the theoretical framework.

Now that the theoretical framework is restructured, the relationship between the five social marketing factors and the OAM factors are elaborated on. Starting off with opportunity, as opportunity is the required factor for realizing the motivations to volunteer, barrier, place and timing had the biggest impact on this factor. Barrier, place and timing partly overlap as factors but separate examples will be provided. Opportunity is not created if the student is not informed by it giving it a strong connection to barrier. It the student lives to far away from the volunteering opportunity, place will hinder participation, thus, place has a strong connection to barrier. It the student decides not to sacrifice time for the opportunity, timing constrains the opportunity, giving it a strong connection to opportunity as well. Promotion has a weak connection to opportunity, which is marked with a dotted arrow in Figure 7. Promotion partly affects opportunity, as it can raise awareness of the opportunity and in this way tackle barriers, such as, lack of information. For example, The Volunteer Fair contributed to both the opportunity and ability to volunteer. The vast number of different organisations represented ensured that there were volunteering opportunities offered corresponding to any individual abilities. Social media and media could have been effective tools for promoting the Jeesaan

opportunity, but as the Meltwater statistics showed, the students are not active in the same media.

Namely, ability is partly affected by promotion. Binney, Hall and Oppenheim (2006) state that high intrinsic motivation helps in overcoming any barriers of poor ability. Since motivation is strongly affected by promotion, ability is partly affected as well. The persuasive communication must be clear so that the target group realizes they poses the needed abilities, or will get trained to obtain the needed abilities. In the case of the Jeesaan course, the students receive training and support in implementing their new behaviour, which contributed to the willingness to volunteer. Thus, the behavioural offer has a strong connection to ability. While interviewing the course participants, I could notice that many of them had already adapted a new language and terminology from Citizen Forum's representatives. Education helps individuals identify their needs and provide the motivation to pursue them (Rothschild 1999).

Motivation is the final OAM factor that needs to be tackled to ensure the new behaviour is adapted. Binney, Hall and Oppenheim (2006) argue that the lack of especially intrinsic motivation might be to several social marketing projects failing. Promotion has a strong impact on motivation as it serves an efficient tool for persuasion (Kotler and Lee 2011). Considering the extrinsic motivation, promotion serves as an efficient tool to communicate benefits previously unaware, or less known, for the students, such as work experience. Nonetheless, also intrinsic motivation can be promoted. A few respondents signed up for the Jeesaan course partly for finding new friends. They only needed to hear about the Jeesaan course and the possibilities it offered to be encouraged to enrol. The motivation is pre-set to a far extent by the behavioural offer, thus, the behavioural offer has a strong impact on behaviour as well. To illustrate, all the students felt an intrinsic motivation to help others through volunteering. No further persuasion was needed for this.

5.2 Practical Implications

Through the Jeesaan project, Citizen Forum will increase the number of young volunteers in Finland, thus, also increasing the need for their services and contributing to the growth of the organisation and the improvement of volunteering on a national level. This organisational growth will, then again, enable the recruitment of more volunteers. To word this differently, the more value you give, the more you can receive

and the more you can give and so forth. Influencing the young students' behaviour by encouraging them to volunteer, has several positive implications. A greater number of volunteers equals a greater amount of free workforce in the society and more help to those in need of it.

In the same way as health education is implemented in schools, volunteering can be taught and encouraged. Targeting people at a young age, usually gives durable behaviour change. To ensure the ongoing success of the behaviour change, positive reinforces are often needed. These could be anything from encouraging words and support to providing inspiring role models, preferably of the same age.

To ensure a great volunteering experience, it is important to assess the needs of the young students and match them with the most suitable task. In other words, increase the customization of volunteering. The Jeesaan project offers a great opportunity for identifying what sort of volunteering tasks interest the young students. The course organiser could take the students to events such as the Volunteer Fair, where the students learn to take initiative by familiarizing with the represented organisations at the fair.

Some possible improvements the Jeesaan project could address were identified. Several respondents showed an interest towards volunteering abroad. Many graduates will keep a gap year after the matriculation and might be interested in volunteering possibilities abroad. Maybe Citizen Forum could offer guidance in volunteering opportunities abroad to the soon graduating students. It could, in any case, be beneficial to promote volunteering opportunities before summer. Many students look for summer jobs and might not consider volunteering as a possible summer job and end up completely jobless. Volunteering as a summer job could still be combined with completing the Jeesaan course, as many respondents mentioned being willing to volunteer during summer. The lectures could be held during spring semester and then allow the students to complete the volunteering over summer. This might be an attractive possibility to many students. An additional benefit from allowing the students to volunteer over the summer months is that the course will not interfere with the students' other courses.

Several students showed up to the introduction session of the Jeesaan course, but the final participant number remained low. The Jeesaan course requirements still seem to be slightly under progress as there were confusion amongst the students of what was expected from them considering when they could finalize their volunteering hours. It

would be crucial to highlight the fact that the volunteering can be done over a long period of time and not just during the period of the course registration. Maybe, the Jeesaan course could be developed to be a summer school course as well.

A final suggested improvement for the Jeesaan course is increasing the team spirit of the course. In the theme of volunteering, the peer support would be implemented amongst the students. Many respondents signed up for the course to meet new people and make new friends. Organising activities for the students, other than lectures, would raise the team spirit and increase the motivation. The empirical findings showed that the students are not active on social media when it comes to volunteering but maybe this could be changed. By encouraging the students to write a short story about their volunteering experience to be published on either media or social media, volunteering would be promoted in an appealing way to other young students. This could be done as part of the Jeesaan course requirements.

So, how do we evaluate the success of the Jeesaan project? Changing people's behaviour is usually a long process. Preferably, the students will continue volunteering in the future. Citizen Forum has done a valuable contribution by educating young students about volunteering and introducing the volunteering world to them. Social marketing can never force anyone to volunteer in the same way as legislation could but it can educate and provide guidance. As the future is characterized by the digital disruption, new volunteering opportunities will be created. If the students are already familiar with volunteering, they might cotton on to exiting new opportunities in the field, allowing for volunteering to win the attention from competing ideas.

5.3   Conclusions

This research aimed to answer the question of: "How are young students encouraged to volunteer through social marketing?" The topic was firstly introduced through existing literature, providing a vast theoretical discussion on social marketing theory. A theoretical framework based on social marketing theory with the underlying 4Ps and the MOA theory was defined and applied to the context of volunteering (see Figure 4). Citizen Forum's Jeesaan project, created to encourage young students to volunteer was analysed through the framework.

To identify the young students volunteering preferences, ten semi-structured interviews were conducted with the Jeesaan course participants. By targeting the non-conforming group valuable insights were added. The primary data was fulfilled with observation

insights from the Volunteer Fair and secondary data on the media and social media exposure of volunteering.

The analysis of data allowed to conclude that the most frequently mentioned skill required for volunteering that the students perceived they were lacking was taking initiative. Jeesaan provides the solution to this, as Citizen Forum makes volunteering as easy as it can be through education and support. Through the Jeesaan course, Citizen Forum increases the visibility, popularity and appreciation of volunteering among young students. The results also showed that volunteering generates several individual benefits immediately, such as lifted spirits and gaining experiences.

This paper makes a theoretical contribution by proposing a clear structure to social marketing projects. Moreover, the developed framework suggests the restructuring of the MOA framework to the OAM framework. The framework serves as an effective tool to ensure the success of social marketing campaigns.

Conclusively, a strained third sector increases the need for volunteers. Volunteering is an activity that generates social capital, for free. By marketing volunteering, several societal problems could be tackled. It may not be certain if a permanent behaviour change is achieved, but perhaps being able to influence behaviour lowers the threshold to engage in the promoted behaviour in the future. For example, one successful volunteering experience may encourage to volunteer in the future when a new opportunity arises. The fact that volunteers are not paid, simply exemplifies how priceless they are.

5.3.1 *Limitations and future research avenues*

The main limitation of tis research is the homogenous sample of respondents. The empirical part of the research through semi-structured interviews with ten girls. This paper provides a good insight in the young female student's preferences considering volunteering but for a more comprehensive study, allowing for more generalizations, also male respondents are needed. Accordingly, future research could extend the current study, to test the proposed theoretical framework with quantitative methods.

Future research could focus on the gender question – Why is volunteering so much more popular among females? The Jeesaan course was aimed at all students in Tikkurila Upper Secondary, yet, only girls signed up for the course. Through studying men's motivations, opportunities and abilities to volunteer one could make a comparison to the

findings of this study. Are men encouraged to volunteer in a completely different way than women?

Another interesting topic for future research is the concept of volunteering in the Finnish culture. This paper recognised the confusion in the translations of volunteering, voluntary work and peer support between the English, Finnish and Swedish languages. Is the terminology more grounded in English because English speaking societies engage more in the practice? I propose for the literature in Swedish and Finnish to look over this issue and improve the vocabulary and wording of these concepts. Additionally, it would be interesting to conduct an ethnographic study of volunteering in Finland that studies the existing volunteering culture.

6 SVENSK SAMMANFATTNING

Att genom social marknadsföring uppmuntra unga studerande till att engagera sig ideellt

1. Introduktion

Dagens västerländska samhälle präglas av en åldrande befolkning och en överbelastad byråkratisk tjänstesektor där det råder ständig brist på resurser. Enligt Puumalainen och Rissanen (2016) erbjuder organisationsverksamhet en lösning på detta. På grund av den ekonomiska lågkonjunkturen förväntas den tredje sektorn rentav uppfylla välfärdssamhällets skyldigheter, ett ansvar som ursprungligen uppfylldes av den offentliga förvaltningen (Marjovuo 2014, Yeung 2002). Mer effektiv, kostnadseffektiv och personlig service möjliggörs genom organisationsverksamhet (Puumalainen och Rissanen 2016). Följaktligen har volontärarbete, det vill säga frivilligarbete, blivit en hörnsten i vårt samhälle och bidrar globalt med flera miljarder till samhället (Yeung 2002, Randle och Dolnicar 2009). Således representerar icke-statliga organisationer en stor ekonomisk sektor som drivs av en obetald arbetskraft, det vill säga av volontärer (Allred, King och Valentin 2014, Randle och Dolnicar 2009).

Ideellt engagemang är en integrerad del av många västerländska nationer och intresset ökar ständigt (Bennett och Kottasz 2001; Marjovuo 2014). Att engagera sig ideellt hjälper inte endast andra i samhället, utan det kan ha en betydande inverkan på volontärens egna liv. Ideellt engagemang bidrar till ett bättre samhälle, medan volontären växer som människa, mår bättre och får värdefull erfarenhet.

I Finland har olika grupper och organisationer som ägnar sig åt ideellt engagemang länge varit väl etablerade (Puumalainen och Rissanen 2016). Under åren 2001–2002 engagerade sig 37 % av den finländska befolkningen ideellt (Yeung 2002). Intressant är att Finland överträffar USA och Kanada – som är kända som de ledande länderna för volontärarbete – i antal timmar som spenderas på ideellt engagemang (Yeung 2002).

Det finns emellertid en åldersgrupp i Finland som inte deltar i ideellt engagemang i samma utsträckning som de äldre generationerna, nämligen ungdomarna (Puumalainen och Rissanen 2016; Kansalaisareena F 2017; Taloustutkimus Oy 2017). Enligt tidigare forskning minskar antalet unga volontärer i Finland från de redan från början låga

siffrorna (Taloustutkimus 2015). Endast 19 % av de unga medborgarna i Finland i åldern 15–24 år är volontärer (Kansalaisareena F 2017).

Puumalainen och Rissanen (2016) menar att det är viktigt att få ungdomen mer involverad, även Yeung (2002) identifierade mycket potential för att rekrytera ungdomar och studerande som volontärer. Dessutom hävdade två tredjedelar av de ungdomar och studerande som ännu inte är volontärer, att de har ett intresse för volontärverksamhet (Yeung 2002). Enligt en undersökning av Taloustutkimus Oy (2017) är mer än hälften av finländarna i åldern 15–34 år som inte än gjort volontärarbete, intresserade av att göra det. Utöver detta hävdar så mycket som 80 % av de unga studerandena att de är intresserade av volontärarbete som en del av sina studier (Kansalaisareena F 2017). Uppenbarligen är intresset ännu inte uppfyllt i praktiken.

Bristen på unga volontärer i Finland kan lösas genom att främja aktiviteten. På 1970-talet uppstod en ny form av marknadsföring, social marknadsföring, som tillämpar traditionella marknadsföringsteorier på försäljning av idéer, attityder och beteenden (Polsa 2009). Medan kommersiella marknadsförare ämnar driva vinst och nytta åt aktieägarna, är den sociala marknadsföringens mål att gynna dess målgrupp eller samhället i stort. (Saunders, Barrington och Sridharan 2014; Läähteenmäki, Wilskman och Tukia 2012).

Ett exempel på en ideell organisation som strävar till att förbättra samhället är Medborgararenan [Fi: Kansalaisareena]. Medborgararenan är en finsk förening som ämnar öka de finska medborgarnas volontär- och självinitierade verksamhet (Kansalaisareena 2017). Hösten 2017 lanserade Medborgararenan ett nytt projekt, *Jeesaan*, vars huvudsakliga mål är att engagera unga i volontärverksamhet. Medborgararenans projekt Jeesaan är ett svar på ungdomarnas vilja att engagera sig ideellt och vill erbjuda ett bekvämt sätt för dem att bli volontärer.

1.1 Problemområde

Social marknadsföring får ständigt mer uppmärksamhet av marknadsförare. Förutom omfattande forskning, grundades en separat tidsskrift för social marknadsföring 1994, *Social Marketing Quarterly* (Andreasen 2002). Dessutom ordnas det tre årliga konferenser i social marknadsföring och flera center för social marknadsföring har grundats i olika länder (Andreasen 2002). Det råder dock fortfarande viss oklarhet angående den exakta definitionen av social marknadsföring och dess roll i förhållande

till andra sociala förändringsstrategier (Saunders, Barrington och Sridharan 2015, Andreasen 2002, Rothschild 1999, Kotler och Zaltman 1971)

Det finns ett behov av att förbättra definitionen av social marknadsföring, den teoretiska grunden för social marknadsföring och att utveckla lämpliga modeller och ramar som kan användas för att styra sociala marknadsföringsprogram (Binney, Hall och Oppenheim 2006; McDermott, Stead och Hastings 2005). Polsa (2009) identifierade artiklar som har studerat de olika metoderna för social marknadsföring, varav reklam och traditionell marknadsföring var de mest omfattande ämnena. Användningen av internet i social marknadsföring och MOA-teorin, som har valts för denna forskning, har tidigare endast behandlats i en respektive två artiklar (Polsa 2009).

Enligt Polsa (2009) behövs det mera forskning om social förändring. De mest etablerade ämnesområdena inom forskning om social marknadsföring är specifika ämnen inom hälsovården (Polsa 2009). Sjukdomsförebyggande, demens, aids, cancer, medicin och läkemedel, psykisk hälsa och mammografi har fått mest uppmärksamhet (Pattanayak et al. 2009; Marshall, Bryant, Keller och Fridinger 2006; Andreasen 2002; Rothschild 1999; Stead, Hastings och McDermott 2007; Bennett och Sargeant 2005). Familjeplanering och preventivmedel har fått näst mest uppmärksamhet (Polsa 2009, Svett, Denison, Kennedy, Tedrow och O'Reilly 2012; Yaaminidevi 2014). Andra ämnen är anti-rökning, socialt ansvariga företag, marknadsföring av hälsosam mat, förebyggande av läkemedel, vattenfrågor, återvinning, mänskliga rättigheter, rättvis handel, spel, utbildning, fetma och klimatförändringar för att nämna några (Polsa 2009; Peattie och Peattie 2003; Pirsch, Landreth Grau och Polonsky 2013; Peattie, Peattie och Ponting 2009; Rothschild 1999). Endast fem tidigare artiklar har behandlat ideellt engagemang och volontärarbete genom linsen för social marknadsföring, vilket syftar på ett tydligt behov av ytterligare forskning inom detta ämne enligt Polsa (2009).

Det finns begränsat med material angående tidigare forskning om hur man rekryterar volontärer (Bennett och Kottasz 2001, Bennett och Sargeant 2005) och om vad som motiverar människor till att engagera sig ideellt (Clary, Ridge, Stukas, Snyder, Copeland, Haugen och Miene 1998; Handy, Cnaan, Hustinx, Kang, Brudney, Haski-Leventhal och Zrinscak 2010). Det finns en tydlig lucka inom forskningen angående hur man rekryterar unga volontärer (Höglund och Snell 2017; Allred, King och Valentin 2014; Shields 2009). Enbart en artikel behandlar hur man specifikt kan gör detta genom social marknadsföring. Boehm (2009) diskuterade social marknadsföring som ett verktyg för

att utveckla ett volontärprogram och rekrytera volontärer samt noterade potentialen i att utnyttja social marknadsföring för detta.

Följande författare bidrar till forskning av ideellt engagemang i Finland: Grönlund (2012), Marjovuo (2014), Puumalainen och Rissanen (2016) och Pessi och Oravasaari (2010). Enligt Marjovuo (2014) har finländskt ideellt engagemang inte fått tillräckligt med uppmärksamhet inom forskningen.

Avslutningsvis identifieras följande luckor i forskningslitteraturen: En tydlig definition av social marknadsföring, forskning om ideellt engagemang relaterat till social marknadsföring samt forskning om hur man uppmuntrar unga studerande till ideellt engagemang. Denna studie fyller de identifierade forskningsgapen genom att studera unga studerandens motivationer, möjligheter och förmågor till ideellt engagemang. Dessutom kommer begreppen ideellt engagemang, volontärarbete och kamratstöd att teoretiseras.

1.2 Syfte

Syftet med denna studie är att fylla luckan i litteraturen angående ideellt engagemang och social marknadsföring, med ett fokus på främjandet av ideellt engagemang bland unga studerande. Mer specifikt ämnar studien besvara följande forskningsfråga:

1. Hur kan unga studerande genom social marknadsföring uppmuntras till att engagera sig ideellt?

1.3 Nyckelbegrepp

Tabell 1 sammanfattar de viktigaste begreppen för denna studie.

Social marknadsföring	Främjande av social förändring genom modern marknadsföring, för att förändra individuellt beteende på frivilliga grunder. (Polsa 2009:86, fri översättning)
Ideellt engagemang	Övergripande begrepp för volontärarbete och kamratstöd.
Volontärarbete	En uppgift som utförs av en person utan överenskommelse om ersättning.

Kamratstöd	All mänsklig interaktion där individer i en liknande livssituation diskuterar sina egna erfarenheter. (Puumalainen och Rissanen 2016)
MOA	Motivation, möjlighet, förmåga [Eng: Motivation, Opportunity, Ability] (Binney, Hall och Oppenheim 2006)
Marknadsföringsmixen	4P: Produkt, pris, plats och promotande (Kotler och Zaltman 1971)

Tabell 1 De viktigaste begreppen i studien

2 Teori

Nyckellitteraturen för denna avhandling består av fyra huvudteman: social marknadsföring, 4P i en social marknadsföringskontext, ramverket för motivation, möjlighet och förmåga (MOA) samt teori om ideellt engagemang, vidare indelat i volontärarbete och kamratstöd.

2.1 Social marknadsföring

Definitionen av marknadsföring har med tiden vidgats till att inkludera samhället i stort som en av marknadsföringens målgrupper (Polsa 2016). Detta kan anses ha lett till födseln av social marknadsföring, som är ett relativt nytt begrepp inom marknadsföringen.

År 1951 presenterade Wiebe sin revolutionära idé att marknadsföringsmetoder från den kommersiella sektorn framgångsrikt kunde utnyttjas av ideella organisationer för sociala kampanjer. Dessutom hävdade Wiebe (1951), att ju starkare metoderna liknade generiska marknadsföringsmetoder, desto framgångsrikare "såldes" sociala frågor till människor. Väl bearbetad information, tydligt riktad på ett tilltalande sätt genom olika medier, har en inverkan på människors beteende, enligt Wiebe (1951). Detta tänkande myntades 1973 av Kotler och Zaltman till social marknadsföring. Sedan dess har marknadsförare samarbetat med icke-statliga organisationer för att driva igenom sociala förändringsprogram (Andreasen 1994).

Social marknadsföring är ett strategiskt verktyg med vilket man ämnar lösa allvarliga problem i världen och skapa social förändring (Andreasen 2002). Medan Kotler och Zaltman (1971) fokuserade på främjandet av idéer genom social marknadsföring, har fokus nu skiftat mot att påverka beteendet (Andreasen 2002). Andreasen (2002) har kritiserat att definitionen av social marknadsföring fortfarande är otydlig och fragmenterad och att social marknadsföring i sin tur främjar social beteendeförändring. Andreasens (1994:110) definition av social marknadsföring lyder: "Social marknadsföring är appliceringen av kommersiella tekniker på analys, planering, förverkligande och utvärdering av program skapade för att påverka det frivilliga beteendet hos målgrupper i syfte att förbättra deras personliga välmående samt samhällets i stort." (Egen översättning)

Ofta är människornas attityder inte direkt korrelerade med deras handlingar, och vi måste därför sträva efter social beteendeförändring på individnivå (Polsa 2016, Andreasen 2002). Vidare understryker Polsa (2009) att beteende förändringen skall vara frivillig till sin natur. Polsa (2009:86) bygger på de punkter som Andreasen (2002) gjorde och omdefinierar social marknadsföring som:

"... främjande av social förändring genom modern marknadsföring för att förändra individuellt beteende på frivilliga grunder."

Andreasen (2002) tar upp tre olika nivåer av social förändring: "individuell förändring", "samhällsmobilisering" och "strukturförändring". Man kan argumentera för att det alltid är individen som slutligen fattar beslutet om beteendeförändring, till exempel kan man endast själv fatta beslutet att sluta röka. Individuell förändring är sålunda den sociala marknadsföringens primära nisch (Andreasen 2002). Å andra sidan är sociala normer och värderingar som verkställs av lokala beslutsfattande makter, inflytelserika verktyg för att påverka individer kollektivt och säkerställa hållbar förändring (Andreasen 2002). Den högsta nivån av social förändring är strukturell förändring. Strukturell förändring sker genom politiskt inflytande och lagstiftning (Andreasen 2002). Den strukturella förändringen nås genom att tvinga medborgare till ett visst beteende. Eftersom denna studie undersöker hur unga studerande kan uppmuntras att engagera sig ideellt, ligger fokus på den individuella, frivilliga förändringen. Ändå bör de tre tillvägagångssätten ses som kompletterande till varandra (Andreasen 2002).

Det finns fyra tydligt definierade önskade beteendemässiga resultat för kampanjer inom social marknadsföring (Kotler och Lee 2011). Målet är att få målgruppen att antingen

acceptera, avstå, förändra eller bryta ett beteende. Figur 2 i studien illustrerar dessa olika beteendemässiga resultat. De beteendemässiga resultaten som är relevanta för denna studie är markerade med blått.

2.1.1 4P

På samma sätt som i traditionell marknadsföring, täcker även social marknadsföring McCarthys etablerade idé om 4P: produkt, pris, plats och promotande (Kotler och Zaltman 1971; Andreasen 1994). Tabell 2 sammanfattar definitionerna på produkt, pris, plats och promotande för denna studie.

Produkt

Precis som produkter, måste även sociala idéer paketeras för att vädja till målgruppen. I social marknadsföring är produkten ett beteendemässigt erbjudande, vilket ofta är immateriellt i form av idéer eller beteenden (Gordon 2011; Peattie, Peattie och Ponting 2009). Därmed hänvisar denna studie till produkt som "beteende-erbjudande".

Pris

Sociala kampanjer saknar ofta den vanliga transaktionen av pengar (Kotler och Zaltman 1971, Peattie, Peattie och Ponting 2009). De kan till och med uppmuntra människor att inte spendera pengar, till exempel genom att uppmana människor att sluta röka. Således kan priset inom social marknadsföring vara både monetärt och icke-monetärt (Kotler och Lee 2011). Denna studie hänvisar till pris som "barriär" eftersom det är ett mer holistiskt koncept än det ekonomiska priset. Barriären är ett hinder som måste övervinnas för att det önskade beteendet kan uppnås. Dessa hinder kan vara psykologiska, kulturella, sociala, temporala, praktiska, fysiska eller ekonomiska (Gordon 2011; Peattie, Peattie och Ponting 2009; Kotler och Zaltman 1971).

Plats

Platsen hänvisar till var och när det önskade beteendet utförs eller till den tid som spenderas på att ta emot tjänster eller varor relaterade till den sociala marknadsföringskampanjen (Kotler och Lee 2011). Det är frågan om en plats där det önskade beteendet främjas, uppmuntras och stöds (Gordon 2011). Att målgruppen vet var de kan hitta "produkten" är en förutsättning för en framgångsrik social kampanj (Kotler och Zaltman 1971).

<u>Promotande</u>

När produkt, pris och plats är väldefinierade är det möjligt att marknadsföra dessa (Kotler och Lee 2011). Promotande beskriver den övertygande kommunikationen som inspirerar målgruppen att agera (Kotler och Lee 2011).

Beteende-erbjudande	Fördelarna målgruppen kommer att uppleva i utbyte mot sitt beteende.
Barriär	Den barriär som måste övervinnas för införandet av det önskade beteendet.
Plats	Platsen där önskat beteende främjas, uppmuntras, stöds och utförs.
Promotande	Den övertygande kommunikationen som inspirerar målgruppen att agera.

Tabell 2 Marknadsföringsmixen inom social marknadsföring

2.2 MOA

Rothschild (1999) hävdar att motivation, möjlighet och förmåga bestämmer om en person är benägen, resistent eller oförmögen att agera. Därmed är det av intresse att undersöka de unga studerandenas motivation, möjlighet och förmåga att engagera sig ideellt. Tabell 3 sammanfattar definitionerna på motivation, möjlighet och förmåga för denna avhandling.

<u>Motivation</u>

En motiverad person är inspirerad och aktiverad att göra något. Emellertid varierar typen och mängden motivation. Motivation delas vidare in till inre och yttre motivation beroende på ifall motivationen kommer från en själv eller press från yttre omständigheter (Deci och Ryan 2000).

<u>Möjlighet</u>

Inom social marknadsföring är målet att skapa en möjlighet till att uppfylla det önskade beteendet, så att enskilda personer kan frivilligt engagera sig. (Saunders, Barrington och Sridharan 2014).

<u>Förmåga</u>

Förmågan syftar på den kompetens som behövs för att kunna agera. Sålunda kan svag förmåga förbättras genom utbildning och marknadsföring (Rothschild 1999).

Motivation	Känslan av lust och inspiration att agera.
Möjlighet	De miljö- eller kontextuella mekanismer som möjliggör agerande (Siemsen Roth och Balasubramanian 2008).
Förmåga	De färdigheter som behövs för att agera.

Tabell 3 Motivation, möjlighet och förmåga

2.3 Ideellt engagemang

Ideellt engagemang anses ofta vara en altruistisk handling. Enligt Yeung (2002) är den viktigaste motivationen bakom volontärarbete i Finland viljan att hjälpa andra. Volontärer drivs ofta av altruism och empati, men också mer själviska mål som möjligheter att umgås socialt, uppnå färdigheter, uppleva erfarenheter eller självuppfyllelse (Bennett och Sargeant 2005; Allred, King och Valentin 2014). Politiska åsikter, ålder, kön, ras eller utbildning begränsar ingen från att engagera sig ideellt (Marjovuo 2014). Figur 3 i studien illustrerar de två olika grenarna av ideellt engagemang.

2.3.1 Volontärarbete

Volontärarbete definieras i denna studie som en uppgift som utförs av en person utan överenskommelse om ersättning. Enkelt sagt är volontärarbete motsatsen till betalt arbete (Grönlund 2012). Dock konceptuellt är volontärarbete mer än bara obetalt arbete (Puumalainen och Rissanen 2016). Enligt Marjovuo (2014) är volontärarbete en uppgift som utförs av någon som anser sig själv vara en volontär.

2.3.2. Kamratstöd

Kamratstöd kan ta flera former, men när det förenklas kan all mänsklig interaktion där individer i en liknande livssituation diskutera sina egna erfarenheter, definieras som kamratstöd (Puumalainen och Rissanen 2016; Mikkonen 2009). Med andra ord kan två personer som befinner sig i en liknande situation, till exempel på grund av sjukdom eller

missbruk, hitta stöd från att dela sina erfarenheter. Kontrasten mellan den som hjälper och den som får hjälp är dock inte alltid så skarp.

2.4 Sammanfattning av den teoretiska referensramen

Social marknadsföring fungerar som den överlappande teorin i studien, det är linsen genom vilket det ideella engagemanget granskas. Marknadsföringsmixen är den sociala marknadsförarens verktyg för att skapa en framgångsrik social marknadsföringskampanj och MOA-ramverket är ett sätt att analysera målgruppens motivation, möjligheter och förmåga att agera. Således argumenterar jag för att en viss faktor från marknadsföringsmixen kan påverka speciellt mycket på en viss faktor i MOA-ramen.

Figur 4 i studien illustrerar den teoretiska ramen och relationerna mellan de olika faktorerna. Beteende-erbjudandet påverkar främst individens motivation och förmåga, eftersom möjligheten att agera kan finnas men erbjudandets karaktär är sådan att individen inte är motiverad eller helt enkelt kan agera. Barriären påverkar också främst på motivationen och förmågan, eftersom möjligheten att agera kan vara där men barriären uppfattas som för stor för att agera. Platsen, å sin sida, påverkar främst motivation och möjlighet, eftersom förmågan att agera kan finnas men platsen är helt enkelt inte tillgänglig eller så är individen inte motiverad. Promotande påverkar alla tre faktorer av MOA, eftersom marknadsföring kan bearbeta eventuella hinder i erbjudandet. Den empiriska delen av studien testar dessa relationer.

3 Metod

I detta kapitel presenteras och förtydligas de valda forskningsmetoderna. En översikt ges över studiens metodstruktur genom att presentera valet av forskningsstrategi, forskningsdesign, forskningsmetod och analysmetod, vilka bygger på interpretivism som vetenskapsfilosofi. Forskningsstrategin är kvalitativ och deduktiv, vilket möjliggör en fallstudie som forskningsdesign. Följaktligen är semistrukturerade intervjuer, observationer och sekundärdata lämpliga forskningsmetoder för studien. De insamlade data för denna studie analyseras bäst genom kategorisering, jämförelse och integrering.

Syftet med denna forskning är att få en djup förståelse av ung studerandes frivilliga vanor och beslut och därför är en kvalitativ metod den mest lämpliga. Kvalitativa metoder är

effektiva för att studera individers beteende i deras naturliga miljö och för att samla detaljerade svar (Silverman 2011). Eftersom denna studie tillämpar sociala marknadsföringsteorier på Medborgararenans aktiviteter för att hitta sätt som skulle uppmuntra unga studerande att engagera sig ideellt, har studien en deduktiv natur.

3.1 Medborgararenan och Jeesaan-projektet

Denna studie definieras som en kvalitativ fallstudie med fokus på en fördjupad undersökning av Medborgararenans Jeesaan-projekt som utvecklats för att uppmuntra studerande att engagera sig ideellt. Medborgararenan är en registrerad förening som sedan 1993 varit den enda förespråkaren för ideellt engagemang i Finland (Kansalaisareena A 2017). Med andra ord är Medborgararenan ett informations- och utvecklingscenter för ideellt engagemang.

Under de senaste 24 åren har Medborgararenan framgångsrikt ökat antalet volontärer i Finland. Det finns emellertid en demografisk grupp, ungdomarna, som inte varit del av denna utveckling. Medborgararenan har därför utvecklat Jeesaan. Jeesaan är en kurs som erbjuds åt studerande i Vanda. Namnet på projektet, Jeesaan, är finskt slang för "Jag hjälper". Som namnet antyder, är projektets huvudsyfte att uppmuntra ungdomar och studerande att engagera sig ideellt. (Kansalaisareena F 2017)

3.2 Semistrukturerade intervjuer

Huvudmetoden för datainsamlingen för denna studie är semistrukturerade intervjuer. Av de tio respondenter som intervjuades, deltar sex stycken i Jeesaan-kursen och 4 hade visat ett intresse att delta (negativa fall).

Intervjun baserade sig på en intervjuguide som har en stark koppling till den teoretiska referensramen och är indelad i fyra huvuddelar. Först frågas några bakgrundsfrågor för att sedan gå vidare till mer specifika frågor om ideellt engagemang, inklusive frågor som Patton (2002) skulle hänvisa till som känslo- och kunskapsspecifika frågor.

Transkriptionen av intervjuerna var 20 sidor. Sedan analyserades data genom kategorisering av faktorer i enlighet med den teoretiska referensramen, vilket enligt Spiggle (1994) är en lämplig metod för att analysera data från semistrukturerade intervjuer.

3.3. Observation

Data samlades även in under Volontärmässan [Fi: Vapaaehotistoiminnan messut] den 2 december 2017 i Helsingfors. Mässan är en sorts karriärmässa för ideellt engagemang. Den årliga mässan lockade 1000 besökare, bestående av potentiella volontärer och ideella organisationer. Cirka 80 organisationer var närvarande, bland annat Medborgararenan, som är en av de främsta arrangörerna av mässan. (Kansalaisareena G)

Jag tog en aktiv roll som observatör och deltog själv i mässan genom att diskutera med representanter från olika organisationer. Data samlades in genom fotografering och anteckningar. Även detta data analyserades genom kategorisering. Observationer och intervjuer utgör bra komplement till varandra som forskningsmetoder eftersom man genom observationer kan identifiera fenomen som inte är lätta att beskriva i ord.

3.4 Sekundärdata

För att ytterligare stödja det primära data samlades sekundärdata in med hjälp av tjänsten Meltwater. Tjänsten möjliggör insamlandet av statistik över Medborgararenans publicitet i sociala medier och medier. Enligt Bryman och Bell (2005) kan sekundärdata ta många former men syftet är att stödja och vidareutveckla primära data.

5 Resultat och analys

De viktigaste resultaten från intervjuerna med de unga studerandena, observationerna och sekundäruppgifterna kommer att kategoriseras enligt den teoretiska ramen för denna studie. Genom att tillämpa den teoretiska ramen för de insamlade uppgifterna är det möjligt att kategorisera resultaten i tre huvudkategorier: social marknadsföring med de underliggande 4P, MOA och volontärarbete.

5.1 Beteende-erbjudandet

Intressant var att alla svarande förutom en, hade gjort volontärarbete förut. Det fanns en ganska stor variation bland respondenternas tidigare volontärerfarenheter. Det som var vanligt i svaren var emellertid att en institution eller någon slags organisation var inblandad, till exempel skolan, kyrkan eller en idrottsförening. Respondenterna som

hade beslutat att inte anmäla sig till Jeesaan-kursen gav olika skäl till att avstå, främst på grund av tidsbrist.

Respondenterna var enhetligt överens om att Jeesaan-kursen hade öppnat deras ögon angående ideellt engagemang och erbjudit en unik chans att prova på något nytt. Alla kursdeltagare hade valt att engagera sig ideellt genom volontärarbete.

5.2 Barriär

Tabell 4 sammanfattar de upplevda barriärerna för studerandena att engagera sig ideellt. Den största barriären ansågs vara tidsbrist. Eftersom två kursdeltagare även klagade på tidsbrist kan man anta att de valt att offra sin tid för kursen. Informationsbrist var även en barriär. Respondenter som inte deltog i kursen påpekade att de inte var säkra på vad kursen innebar. Man kan även anta att det låga antalet av ungdomar på Volontärmässan beror på informationsbrist.

Barriär (antal)	Uppoffringar (antal)
Tidsbrist (6)	Tidsbrist (2)
Minderårighet (3)	
Långa resor (2)	
Pengar (1)	
Informationsbrist (1)	

Tabell 4 Barriärer för ideellt engagemang

5.3 Plats

Respondenterna var väldigt nöjda med Jeesaan-kursens plats då kursen ägde rum i deras gymnasium. Även de respondenter som inte deltog i kursen erkände att läget skulle ha varit behändigt.

Ur statistiken som samlades in genom Meltwater, kunde man sa att Facebook var den populäraste kanalen för material riktat till ungdomar angående ideellt engagemang. Tyvärr kom det tydligt fram under intervjuerna att ungdomarna inte använder sociala medier gällande ideellt engagemang. Dessutom hade väldigt få av respondenterna Facebook över huvud taget. Med andra ord, befinner de ideella organisationerna sig på fel kanal på nätet. Volontärmässan skulle också vara ett lämpligt ställe för ungdomar att

bekanta sig med ideella organisationer men har inte lyckats marknadsföra sig åt ungdomarna.

5.4 Promotande

Alla respondenter hade hört om Jeesaan-kursen via lärarna men för alla var det avgörande att någon kompis kom med på kursen. Volontärmässan hade inte nått de unga studerandenas öron. Sociala medier användes inte heller av ungdomar angående ideellt engagemang, vilket även syntes i det data som samlades in via Meltwater. Medborgararenan fick mest uppmärksamhet i medierna genom sina kampanjer, men når inte än ungdomar.

5.5 Motivation

Enligt studerande låg det flera drivkrafter bakom deras vilja att vara volontär. Viljan att hjälpa andra kom starkast fram men även möjligheten att träffa nya människor, ha roligt, samla på sig nya upplevelser och jobberfarenheter, att lära sig nya saker och att helt enkelt bli glad av att göra något annorlunda lyftes fram.

5.6 Möjlighet

De faktorer som kom fram som ökade studerandenas möjlighet till ideellt engagemang var hjälp med att hitta volontärarbete, få rätt information, ha rätt kontakter och helt enkelt rätt idéer. Här ansåg alla respondenter att Medborgararenan hade en stor roll för att öka möjligheten att vara volontär. Det var svårt att ta initiativ själv även om möjligheten fanns.

5.7 Förmåga

De flesta ansåg sig redan ha alla nödvändiga färdigheter för att vara en volontär. Någon enstaka respondent nämnde att det nog hjälpte att Medborgararenan förberett dem inför olika scenarion som kunde uppstå under volontärarbetet. Här kan jag poängtera att även under Volontärmässan fanns flera volontärarbeten till buds som hade varit lämpligt för ungdomar. Tyvärr var det väldigt få unga med på mässan.

6 Diskussion

Det finns ett tydligt intresse bland ungdomar att engagera sig ideellt. Dock krävs det att en utomstående organisation hjälper till med processen att hitta intressant volontärarbete för dem. Att ta initiativ och själv kontakta olika organisationer ansågs svårt och främmande. Därmed är Medborgararenans kurs Jeesaan ett längtat svar på en redan existerande vilja att engagera sig ideellt.

Denna studie bidrar med en teoretisk kontribution genom att stöda definitionen av social marknadsföring enligt Polsa (2009). Även begreppen ideellt engagemang, volontärarbete och kamratstöd ges mera klarhet. Tidigare forskning har även lämnat det teoretiska ramverket för social marknadsföring oklart. Därmed föreslår denna studie användningen av Figur 7 (se kapitel 5 i studien). Figur sju föreslår en tydlig struktur till sociala marknadsföringskampanjer och är användbar även i andra kontext än ideellt engagemang.

Så fort möjligheten att engagera sig ideellt är skapad, till exempel via en kurs som Jeesaan, gäller det att försäkra sig om att studerandena har de förmågor som krävs. I Jeesaan-kursens fall utvecklas studerandenas förmågor under kursens gång. Först efter att möjligheten är skapad och förmågorna är försäkrade får motivationen en viktig betydelse. Motivationen är den avgörande faktorn för det slutliga beslutet att engagera sig ideellt. På basen av dessa resultat, argumenterar jag att MOA ramverket skrivs om till ett OAM ramverk inom denna kontext, så att ordningen av begreppen är relevant.

För att uppmuntra studerande att engagera sig ideellt gäller det att lyfta fram de möjligheter som ideellt engagemang erbjuder, såsom värdefull arbetserfarenhet. Något som även var väldigt viktigt för ungdomarna var möjligheten att träffa nya människor och att ha roligt. Därmed kunde organisationer som Medborgararenan satsa på att bygga ett större koncept av projekt som Jeesaan, där kursdeltagarna även spenderar tid tillsammans genom olika evenemang för att skapa samhörighet. Jeesaan-projektet är steget i rätt riktning eftersom ungdomarna anser att tröskeln att bli volontär är låg då det sker genom en kurs som erbjuds i deras skola.

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APPENDIX 1

The interview guide

Name_____ Age_____ Year of Study_____

Background Information

1) About volunteering
   a. How do you experience volunteering?
   b. What do you think about volunteering?
   c. Have you volunteered before? If yes, what voluntary activities have you participated in?
   d. What task have you enrolled in with along the Jeesaan project?
   e. For those who do not participate: Why did you not take part of the Jeesaan project?

The 4P's

2) Behavioural offer
   a. What benefit/value does the Jeesaan-course have for...
      i. ...you
      ii. ...the society?
   b. What benefit/value does volunteering have for...
      i. ...you
      ii. ...the society?
   c. How does Jeesaan affect your behaviour?
   d. How does Jeesaan affect your daily life?

3) Barrier
   a. Was there any barrier you had to overcome to...
      i. ...volunteer
      ii. ...participate on the course?
   b. What did you sacrifice to be able to...
      i. ...volunteer
      ii. ...participate on the course?
4) Place
   a. What is the location of the Jeesaan-course like for you?
   b. For the course participants: What is the location of the voluntary work like for you?
   c. How does the location affect your volunteering?
   d. What is the timing of the Jeesaan-course like for you?
   e. For the course participants: What is the timing of the voluntary work like for you?
   a. How does the timing affect your volunteering?

5) Promotion
   a. Had you heard about Citizen Forum before?
   b. How did you first hear about the Jeesaan-course?
   c. What inspired you to participate on the Jeesaan-course?

The MOA-framework

6) Motivation
   a. What motivated you to become a volunteer?
   b. Do you aim to achieve any possible reward by volunteering?

7) Opportunity
   a. What previous opportunities have you had for volunteering?
   b. How has Jeesaan increased your opportunity to volunteer?

8) Ability
   a. What abilities does a volunteer need?
   b. Which required abilities for volunteering do you possess?
   c. Which required abilities do you lack for volunteering?
   d. How has Jeesaan affected your ability to become a volunteer?

Additional Information

9) Do you utilise social media regarding volunteering?
10) Are you going to volunteer in the future?
11) Any final thoughts on:
    a. Volunteering
    b. Voluntary work
    c. Peer support?

Finnish interview guide

Nimi_____ Ikä_____ Vuosikurssi_____

Taustatieto

1) Vapaaehtoisuudesta
   a. Miten koet vapaaehtoistoiminnan?
   b. Mitä mieltä olet vapaaehtoistoiminnasta?
   c. Oletko aiemmin osallistunut vapaaehtoistoimintaan? Jos olet, niin millaiseen vapaaehtoistoimintaan olet osallistunut?
   d. Millaiseen vapaaehtoistoimintaan olet osallistunut Jeesaan-hankkeen myötä?
   e. Ei osallistuville: Miksi et osallistunut Jeesaan-hankkeeseen?

4P

2) Käyttäytymistarjous
   a. Mitä hyötyä/arvoa Jeesaan-kurssista on …
      i. … sinulle
      ii. … yhteiskunnalle?
   b. Mitä hyötyä/arvoa vapaaehtoisuudesta on …

        i.   ... sinulle
       ii.   ... yhteiskunnalle?
- c. Miten Jeesaan vaikuttaa käyttäytymiseesi?
- d. Miten Jeesaan vaikuttaa arkeesi?

3) Este
- a. Mikä estäisi sinua ...
  - i. ... ryhtymään vapaaehtoiseksi
  - ii. ... osallistumaan kurssille?
- b. Mitä jouduit uhraamaan ...
  - i. ... ollaksesi vapaaehtoinen
  - ii. ... osallistuaksesi kurssille?

4) Paikka
- a. Millainen Jeesaan-kurssin sijainti on sinulle?
- b. Kurssille osallistuville: Millainen vapaaehtoisuustehtävän sijainti on sinulle?
- c. Miten sijainti vaikuttaa vapaaehtoisuuteesi?
- d. Millainen Jeesaan-kurssin ajankohta on sinulle?
- e. Kurssille osallistuville: Millainen vapaaehtoisuustehtävän ajankohta on sinulle?
- f. Miten ajankohta vaikuttaa vapaaehtoisuuteesi?

5) Promootio
- a. Olitko aiemmin kuullut Kansalaisareenasta?
- b. Miten kuulit ensin Jeesaan-kurssista?
- c. Mikä inspiroi sinua osallistumaan kurssille?

MOA

6) Motivaatio
- a. Mikä motivoi sinua ryhtymään vapaaehtoiseksi?
- b. Millaista mahdollista palkkiota tavoittelet vapaaehtoisuudellasi?

7) Tilaisuus
- a. Millaisia aikaisempia tilaisuuksia sinulla on ollut vapaaehtoisuuteen?
- b. Miten Jeesaan on lisännyt mahdollisuuttasi vapaaehtoisuuteen?

8) Kyky
- a. Mitä kykyjä/taitoja vapaaehtoinen tarvitsee?
- b. Mitkä tarvittavat kyvyt/taidot sinulla on vapaaehtoisuuteen?
- c. Mitkä tarvittavat kyvyt/taidot sinulta puuttuu vapaaehtoisuuteen?
- d. Miten Jeesaan on vaikuttanut kykyysi ryhtymään vapaaehtoiseksi?

Lisäinformaatio

9) Käytätkö sosiaalista mediaa vapaaehtoisuuteen liittyen?
10) Aiotko osallistua vapaaehtoistoimintaan tulevaisuudessa?
11) Viimeisiä ajatuksia:
    a. Vapaaehtoisuudesta
    b. Vapaaehtoistyöstä
    c. Vertaistuesta?